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ABSTRACT

Staff development workshops for teachers, tutors, and supervisors were conducted at the Lutheran Settlement House Women's Program. Staff and teachers were surveyed to ascertain staff development needs. Workshops were unique in that they were presented by peer teachers and supervisory staff of the program and invited all participants to share ideas and experiences. Topics of workshops included the following: assessing student needs and choosing appropriate materials for learners; understanding domestic violence and how to address it in the adult literacy classroom; instructional techniques for enhancing reading comprehension; learner-centered instruction and applications of curriculum; integrating reading and writing instruction; math instruction using manipulatives; enhancing thinking and problem solving skills; basic skill requirements in the workplace and helping students make transitions; and teacher self-evaluation and informal assessment of student learning. Assessment consisted of workshop participant evaluations at the end of the seminar, teacher-kept written record of seminar ideas applied by the teacher, and instructor observations done by the teacher supervisor to evaluate whether teachers had implemented elements of the workshop. Results indicated that teachers appreciated all the workshops. (The 12-page report is followed by these appendixes: survey for assessing teachers' interests and needs; workshop and final project evaluation forms; and materials used for staff development.) (YLB)

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ED 368 883

PARTICIPATORY STAFF DEVELOPMENT:

LESSONS FROM PEERS

Final Report and Workshop Handouts

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A SPECIAL DEMONSTRATION PROJECT FOR

PARTICIPATORY STAFF DEVELOPMENT:

LESSONS FROM PEERS

Final Report
Project Number 099-3027

Grant Year: 1992-1993
Grant Amount: $5,000

Pennsylvania State Department of Education
Division of Adult Basic and Literacy Education
353 Market Street
Harrisburg, PA 17126-0333

Lutheran Social Mission Society
Lutheran Settlement House
Women's Program
1340 Frankford Avenue
Philadelphia, PA 19125

Amelia Belardo Cox	Director, Lutheran Settlement House Women's Program
Meg Keeley	Education Coordinator, LSH Women's Program
Mary Taylor	Teacher Supervisor, LSH Women's Program
Daryl Gordon	Curriculum Developer

Date Completed: June 30, 1993

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ABSTRACT PAGE

Title: A Special Demonstration Project for Participatory Staff Development: Lessons From Peers

Project No.: 099-3027 Funding: $5,000

Project Director: Meg Keeley, Education Coordinator Phone No.: (215) 426-8610

Agency Address: 1340 Frankford Avenue, Philadelphia, PA 19125

Description: This project provides documentation of staff development workshops conducted at the Women's Program for teachers, tutors, and supervisors. Workshops were unique in that were presented by peer teachers and supervisory staff of the program and invited all participants to share ideas and experiences. Topics of workshops included: (1. Assessing students needs and choosing appropriate materials for learners; (2. Understanding domestic violence and how it might be addressed in the adult literacy classroom; (3. Instructional techniques for enhancing reading comprehension; (4. Learner-Centered instruction and applications of LSH curriculum; (5. Integrating reading and writing instruction; (6. Math instruction using manipulatives; (7. Enhancing thinking and problem solving skills; (8. Basic skill requirements in the workplace and helping students to make transitions; (9. Teacher self-evaluation and informal assessment of student learning. Copies of hand-out materials are included with the report.

Objectives: To provide a forum for teachers to learn from each other and from other professionals in the program. To document and disseminate this process.

Target Audience: Instructional and supervisory staff of the Women's Program and other providers of adult literacy instruction.

Product: Final report with copies of hand-out materials from staff development workshops.

Method(s) of Evaluation: Pre-survey of teacher needs and interests, evaluations of each workshop, post-assessment of value of workshops to classroom instruction.

Findings: Staff enjoyed receiving background information on workshop topics and the interactive environment of practicing methodologies, discussing and sharing knowledge and experience. Impact of workshops on teaching instruction was considered greater than by more formal development as teachers were given the opportunity to request workshop focus topics and to practice learning both during workshops and in the classroom.

Conclusions: This format models and encourages participants in staff development to become active learners as they are given respect for their knowledge and experience and are encouraged to share what they know. The investment in this kind of in-service leads teachers to apply what they learn -- to take risks in using new teaching techniques. This process helps teachers to experience what adult learning is all about.

Descriptors:

Introduction

The Lutheran Settlement House Women's Program is a multi-faceted social service agency which has provided education, counseling, and employment services to women, men, and children in the Fishtown/Kensington section of Philadelphia since 1976. The Women's Program currently conducts human services training, job search workshops, displaced homemaker counseling, personal counseling, a 24 hour domestic violence hotline in English and Spanish, vocational counseling, counseling for teens at risk of dropping out of school, a teen parenting program, beginning literacy classes, adult basic education classes, GED classes, English as a Second language classes, tutor training and tutoring, a drop-in child care center for program participants, and a center for senior citizens. All of these services are open to both men and women and are provided without cost to participants.

Since 1979, the education program has been partially funded by the Pennsylvania State Department of Education. This funding has enabled the program to offer education classes to those students who lack a high school diploma and to offer tutor training for those who want to become tutors. Approximately 1,000 students attend classes and 50 to 100 obtain their high school equivalency diplomas each year.

This manual of staff development workshops and seminars includes presentations by "peers" - supervisors, counselors, teachers and curriculum developers of the Women's Program. Workshop content was based on the staff development needs expressed in a survey of teaching staff and from the practical lessons gained from the experience and results of previous ABE Section 353 grant support such as "We Are All Family" (family literacy curriculum), "Math Without Fear" (a teacher's manual for experiential math instruction) and also the use of techniques from the private sector (the Education Coordinator applied techniques learned in obtaining a certificate in Training and Development.)

The purpose of this monthly series of innovative, interactive, and experiential workshops was to meet the needs of staff responsible for the instruction of Adult Basic Education (ABE), English as a Second Language (ESL), and General Educational Development (GED) at the Lutheran Settlement House Women's Program. The series was designed to improve teaching methodology and to strengthen student and staff retention.

Primary components of the seminar series included: (a) workshop participation of the entire Women's Program staff, including counselors from the Human Services, Domestic Violence, and Job Training units of the Women's Program and administrators and teachers of the Education Unit - who are often dependent upon, but insulated from each others' activities due to schedules and locations of classes; (b) workshop content based on the expressed needs of staff, the practical lessons gained from the experience and results of previous ABE "353" grants, and the use of techniques from human resources professionals from the private sector, partners in our workplace literacy programs; and (c) workshop format based on experiential exercises, small group learning, and peer teaching which models participatory, learner-centered instruction in the classroom.

Goals and Objectives

Objectives

Goal 1: To create a series of staff development workshops to disseminate information about recently developed 353 curriculum, enhance teaching methods and increase student retention.

Method 1. Survey teachers to continue to ascertain their staff development needs. *Teachers were surveyed to assess their development needs. Teachers identified instructional areas in which they wished to receive development.*

Method 2. Plan sessions and identify experts from training departments in the

private sector to participate in workshops. If possible, negotiate private sector in-kind contributions of staff time to conduct the workshops. *Experts from training fields were contacted but were unable to provide workshops on subjects of diversity as requested by staff. Therefore all staff development was conducted by teaching peers and by representatives of the human services, domestic violence counseling, and parenting skills departments of the Womens' Program.*

Method 3. Conduct sessions.

Development sessions were conducted on a monthly basis

Goal 2: Document staff development sessions in a report so that other adult education projects can replicate this staff development series.

Method 1: Compile information from workshops and feedback from teachers about sessions. *Teachers completed surveys at the end of each workshop and at the end of the project.*

Method 2: Compile data into manual. *Manual is included in this report.*

Procedures

In order to identify development needs of staff, a self assessment form was distributed to all teachers. (See attachments.) Results indicated that while most teachers were able to articulate their strengths and weaknesses as teachers, they were uncertain as to what topics would best meet their needs in terms of professional development. A survey was subsequently taken of areas of special interest that would not compete with known workshops being offered at the ABE Fall

Workshops and other staff development projects sponsored by the Mayor's Commission on Literacy.

Topics identified as having the greatest interest value and that would best meet teachers' needs are indicated by the resulting outline for staff development sessions, below:

Outline for Staff Development

1. Assessing student needs and choosing appropriate materials for learners.
2. Domestic violence and its effects in the classroom - making referrals for counseling
3. Reading instruction - instructional techniques for enhancing comprehension
4. Learner-centered instruction and use of LSH curriculum.
5. Writing instruction - integrating reading and writing, oral histories, writing for the GED essay
6. Math instruction - using manipulatives for concrete understanding / word problems
7. Thinking and Problem Solving
8. Basic skill requirements of the workplace /Training, employment, and higher education opportunities for graduates - helping students transition.
9. Teacher self-evaluation and informal assessment of learning in the classroom

Many staff were new to the field of adult education and/or had little formal training in teaching. Veteran teachers were eager to explore these topics both because they felt there would be new information that would be of value to them and because they felt that they would be able to contribute to discussions and by presenting workshops. In addition, many staff had not been exposed to curriculum developed by staff of the Women's Program. Some of the sessions were devoted to use of these materials. An outline for workshops was then created which would meet

these needs in addition to addressing programmatic needs identified by supervisory staff.

In addition, staff from other units of the Women's Program were invited to speak to participants about the services their programs provide for learners including: parenting skills, domestic violence counseling, and human services training. By informing instructors of these services of the program, they were enabled to refer students to these services when needed.

It was unfortunate that we were unable to include workshops from business and industry as we had anticipated. However, we found that it was difficult to schedule trainers during the evening hours when most of our teachers were available and that most of our development needs centered around more concrete instructional issues. Somewhat related, our workshop on workplace literacy addressed needs in the workplace and helped instructors to understand how they might better help transition students to job training programs and employment.

Format of the Workshops

Housekeeping

The first half hour of each staff development meeting was devoted to housekeeping issues including:

(a.) Introductions of new staff members and information concerning grants, special projects, etc.

(b.) Scheduling issues including the need for new students to replace students who had dropped out of the program, transferred to other classes, entered employment, or who had completed the GED.

(c.) Announcements concerning literacy events in the community, meetings of alumni and or student activity groups, etc.

(d.) Problems and/or needs of teachers and/or supervisors regarding materials, schedules, etc.

(e.) Short presentations on services of the human services training and parenting skills class at LSH; services of the Reader Development Department of the Philadelphia

Public Library.

Staff Development

Each workshop was built around the following format:

Discussion of applications of learning from previous workshop(s). This process allowed teachers to share the different ways they had applied their learning into the classroom with different ability levels and types of students. This component allowed time for teachers to share their ideas, to see other applications that they might also want to try, to see the importance of their learning and to know that their time was not wasted, and to make connections between what they had learned previously to that session's new topic.

Introduction of new topic - linking new learning to experience of learners. This process involved brain storming on the topic so that teachers could bring in information they had gained from their own experiences in the classroom. By acknowledging their expertise and having the opportunity to assess their knowledge, the presenter could easily adjust the workshop to meet the needs of the participants. In addition, when new learning was difficult to comprehend, allegories and other devices helped teachers to see how they could apply this same technique to their instruction.

Modeling of new techniques, skill applications, etc. The presenter of each workshop used modeling techniques to demonstrate new teaching methodologies and skill applications for classroom instruction so that teachers would both get to the "what's going on in my mind" of the presenter and to see how they could use modeling as a technique in itself. By illustrating how to teach and learn new information in very concrete ways the instructor becomes a partner with other learners. Discussion of how participants model their thinking in the classroom and as they apply approaches and skills helps all participants to get ideas on how they can approach teaching and learning.

Practice of new learning in small interest groups. Small group practice during staff

development allows teachers greater time for interaction as they try out new techniques and materials. It is a non-threatening way to experience how learners feel in the classroom and lends towards valuable insights into the problems students might have with some techniques in the classroom. On the spot adjustments can be made if called for, based on instructors' experiences.

Reflection and evaluation of what was learned. Participants filled out evaluation forms and discussed their reactions to the workshop. They reflected on how new techniques, etc. might be applied/ forseen problems in implementation

Methods and Materials

Most materials used for the workshops are included in the appendix of this manual report. When not possible, references are made to the materials that were used.

Evaluation

Workshop participants were asked to evaluate each seminar the day it was conducted as to its effectiveness in demonstrating the topic and its application in the classroom. This process included teacher dialogue on how the techniques and concepts learned from these sessions could be applied in classrooms. Further, time was allowed for reflection on the need for these materials and concepts and an opportunity to share ideas towards teacher committment and implementation. In addition, each teacher was asked to keep a written record of seminar ideas that were applied in the classroom or in their professional work. These individual records were assessed at the end of the year and evaluated for which seminar had lasting value and application for workshop. In addition, instructors were observed by the Teacher Supervisor to evaluate whether teachers had implemented elements of the workshop into their instructional practices. Teachers were asked to report on ways they had applied their learning and any problems they had experienced in

implementation.

Results of these surveys indicated that teachers appreciated all of the workshops and all found that they could apply aspects of the sessions to their instruction. Teachers found that the opportunities to share their own experiences and to learn from each other were especially beneficial in helping them to apply the content of the workshops to their own practice. In terms of implementing workshop learning, most teachers felt that they had been fairly successful at applying their learning to the classroom where it was applicable. The most beneficial workshop seemed to have been on teacher evaluation as it was most personal to teachers and they were able to see examine how their students might feel about evaluation processes and instruments. The outcome of this session was a desire to assess students on their beliefs about their own learning and that we might implement peer supervision in the coming year.

Conclusions

Considerations for Staff Development

Staff development often takes second place to the provision of adult basic education as a result of the combined forces of (1) a high organizational commitment to service delivery and (2) the constraints imposed by a scarcity of resources. The fact that staff development needs are often overlooked can create problems such as teacher stagnation, loss of student interest, and lower student retention rates. Even when staff development is provided, turn-over and expansion of program and staff require that staff development be ongoing.

Scheduling staff development is difficult for many programs because instructional staff are made up teachers and tutors, paid and volunteer, working at various times and locations. Educational backgrounds and experience vary. When these persons are not able to meet together to learn new techniques and to exchange ideas, they may experience stagnation and/or become

isolated or disenfranchised from the program. In order to grow professionally, teachers need to meet with each other, to exchange ideas and to discuss new methodologies. They also need opportunities to compare experiences on the implementation of new teaching techniques and materials so that they may evaluate their usefulness and the need for further development.

An additional problem addressed by this project was that of timing of staff development. Since most part time evening teachers work at other jobs during the day, and we didn't want to cancel their evening classes, tutors were reimbursed for covering classes on the evenings of staff development and teachers were paid for their time of attendance. This policy added importance to their attendance at these workshops and compensated other teaching staff for the additional time they gave to their professional development. Tutors were also invited to attend.

Supervisors need to provide a forum where effective instructional techniques and support resources are introduced and shared. Staff development sessions should provide staff the opportunity to draw on each others' strengths and expertise - to develop a community of learners both for teachers and their students. Risk-taking and experimentation should be encouraged as teachers work together to accommodate new techniques into their classrooms. Supervisors also need to evaluate the effectiveness of newly introduced techniques and materials through exercises and follow-up discussions and to continually assess the needs of their staff as they unfold. By providing staff development formats that encourage this kind of exchange, both professional and social needs are met and in the long run, student needs are met more effectively.

Format for Staff Development

At the start of each instructional year, both new and veteran teachers who may be changing classroom levels or instructional areas need to be given an orientation to the program. During this session, program philosophy and goals should be introduced and discussed in terms of how teachers and their instructional practices may best match the articulated needs of the learners and

the community. Discussion should include how to assess students' individual interests and instructional needs, and how to choose appropriate and relevant classroom instructional materials. Time should be allotted for teachers to meet in small interest groups (subject areas, student levels, types of classes/locations e.g. shelter, drug rehab., etc.) to exchange teaching ideas and materials which others may wish to use or adapt.

Other sessions should explore and allow for the exchange of teaching techniques in follow-up and in response to unfolding needs of individual teachers. As various workshops and trainings are attended in the community, opportunities should be afforded for individuals to share their new learning and any materials they may have obtained. In addition, 353 curriculum projects developed by programs during recent years should be re-introduced so that new teachers can implement them into their instruction.

Support resources should also be introduced e.g. domestic violence or other counseling services available through the program or community, in addition to other stated needs that can be addressed by other program or community staff or by human resources personnel of local business and industry. It should be mentioned here that a partnership between literacy providers and other professional organizations and business and industry will strengthen community and form stronger coalitions of services to learners.

At the end of the year, instructors should be given guidance in assessment of student progress and in how to best help students transition to other teachers and/or programs. Teachers may feel reluctant to let go of students with whom they have built strong trusting relationships. Students may be reluctant to leave teachers and other students with whom they have developed supportive groups to move on to new levels of instruction. This is particularly true for graduating students who may be entering job training programs, higher education, or may be feeling as though they no longer have the support of program and the people they have grown to depend on.

These transitional issues need to be addressed for the healthy adaptation of all parties involved. Finally, teachers also should be given the tools to evaluate themselves and to set professional goals for the coming year.

Participatory Learning

By developing training workshops that are participatory, staff can benefit from the expertise of their peers and reflect on best practices for their own use. Hands- on experiential exercises allow teachers to practice their new learning in a non-threatening environment and better assures the implementation of these new techniques in the classroom. As administrators encourage this format for training, they allow modeling of good classroom instruction to take place. They encourage teachers to take risks as they experience for themselves the value of participatory processes and experiential exercises in the classroom.

Throughout staff development sessions, evaluations of the training and assessment of how ideas and techniques have been implemented helps participants to reflect on their learning and reinforces the importance of implementing new techniques in the classroom. Supervisors become more aware of their role of supporting staff in their implementation. In addition, feedback helps to assure that supervisors gain a greater understanding of staff and their needs and concerns.

Results of Formal and Informal Surveys

This staff development project was considered a success by all participants for a number of reasons. Formal staff development had not been conducted at the Women's Program in a number of years and they appreciated the opportunity to gain skills and/or to share their knowledge with each other. Staff appreciated the opportunity to have input on the content of the workshop sessions and to participate both as experts and as learners. Sessions were lively and fun, and most staff looked forward to attending them. Since time was limited, it was agreed that the topics covered should be explored more thoroughly in the future.

As we progressed in these workshops, and as staff become more comfortable with each other through their interaction, we found that the sessions become more participatory as we went on. By the last sessions, participants were providing most of the information, rather than an "expert". We believe this had a lot to do with the way in which teachers were invited to contribute to all of the sessions and to try out new learning. As they become more comfortable with each other and with the format of the sessions, they become more confident of their own methodologies and in sharing them. Also, supervisors became more confident in the expertise of staff as they listened to the sharing of information during the sessions and consequently took a less directive role in the workshops.

Dissemination

This project will be disseminated to other adult education programs, community organizations and AdvancE.

Appendices

A. Survey for Assessing Teachers' Interests and Needs

B. Workshop Evaluation Form

C. Final Project Evaluation Form

D. Materials Used for Staff Development

Interests and Needs Assessment for Staff Development

1. What areas of assessment and/or instruction would you find most helpful in terms of your classroom instruction? (Please number in order of preference - 1 being your first choice.)

_____ Assessment of students needs/progress

_____ Reading instruction

_____ Choosing instructional materials

_____ Math instruction

_____ Writing instruction

_____ Using new curriculum developed by the Women's Program

_____ Participatory learning/instruction

_____ Skills for the workplace

_____ Diversity in the classroom

_____ Other: _____

2. How do you know that you need to develop skills in this/these areas?

3. In what areas would you be willing to contriubte towards staff development sessions as a presenter or co-presenter?

Workshop Evaluation

Name of workshop: _____

Name of participant: _____

Date: _____ Student population _____

Circle the number that best appoximates your position:

Objectives/Purpose

Totally Clear	5	4	3	2	1	Totally Unclear

Content

Exactly what was planned	5	4	3	2	1	Totally unvaluable for me

Speaker

Knowledgeable	5	4	3	2	1	Unknowledgeable
Enthusiastic	5	4	3	2	1	Unenthusiastic
Highly Organized	5	4	3	2	1	Totally Unorganized
Attuned to needs of learners	5	4	3	2	1	Highly inflexible

Handouts/Materials

Highly useful for me and/or my students	5	4	3	2	1	Not at all useful for me and/or my students

What new information did you learn during this workshop?

What techniques will you be able to apply in your classroom?

Give three examples of how you will use these materials/techniques in your classroom.

Evaluation of Training Program

Name of Participant: _____

Date: _____ Student population _____

Rank in order of highest (10) to lowest (1) the personal value of the workshops that were presented during the past year.

____ Assessing student needs and choosing appropriate materials for learners.

____ Domestic violence and its effects in the classroom - making referrals for counseling

____ Reading instruction - instructional techniques for enhancing comprehension

____ Learner-centered instruction and use of LSH curriculum.

____ Writing instruction - integrating reading and writing, oral histories, writing for the GED essay

____ Math instruction - using manipulatives for concrete understanding / word problems

____ Thinking and Problem Solving

____ Basic skill requirements of the workplace /Training, employment, and higher education; opportunities for graduates - helping students transition.

____ Teacher self-evaluation and informal assessment of learning in the classroom

Rank in order of highest (10) to lowest (1) the value to your students of the materials and/or techniques you learned in the workshops that were presented during the past year.

____ Assessing student needs and choosing appropriate materials for learners.

____ Domestic violence and its effects in the classroom - making referrals for counseling

____ Reading instruction - instructional techniques for enhancing comprehension

____ Learner-centered instruction and use of LSH curriculum.

____ Writing instruction - integrating reading and writing, oral histories, writing for the GED essay

____ Math instruction - using manipulatives for concrete understanding / word problems

____ Thinking and Problem Solving

____ Basic skill requirements of the workplace /Training, employment, and higher

education - opportunities for graduates - helping students transition.

____ Teacher self-evaluation and informal assessment of learning in the classroom

Which techniques did you apply with the most success? Why?

Which techniques did you find most difficult to put into practice? Why?

Assessing Students' Needs

and

Choosing Appropriate Instructional Materials

Meg Keeley

Education Coordinator

LSH Women's Program

SELECTION OF INSTRUCTIONAL MATERIALS

When a student is assigned to a tutor or teacher, the first thing an instructor must do is assess the ability level, interests and goals of his or her student(s). Results from standardized tests provide a general idea of where a student's abilities lie and help the teacher to choose appropriate materials for further assessment. During informal assessment, instructors may further evaluate students' strengths and weaknesses either by using an informal reading inventory (e.g. graded word lists, oral and silent reading of passages written at various readability levels accompanied by comprehension questions to assess understanding of vocabulary, literal comprehension, and inferential interpretation.) Writing samples also aid the instructor in assessing the students' facility with vocabulary and making meaning as well as knowledge of grammar and word usage. Surveys or interviews with students help the teacher to determine students' interests and needs in terms of reading applications in life situations and at work.

Teachers use a variety of criteria in selecting instructional materials for their students. The following list was developed through a brainstorming activity.

<u>Criteria for selecting instructional materials:</u>

cost/availability
interest
trial and error
coverage in comprehension
holistic
answer key - usable
comprehension level/readability
familiarity with content
organization /sequence of skills
length/pace - sufficient practice
relevant to life

This list was left on the board for referral.

One way to evaluate materials is through use of criteria developed by writers of text for adult learners. Participants were given handouts from the manual, *Guidelines: Writing For Adults With Limited Reading Skills*, developed by the United States Department of Agriculture, Food and Nutrition Services. Highlighted sections provided the participants with further criteria for material selection including:

Know Your Audience	Organizing Your Message/Consistency of Format
Using Clear Language	Use of Illustrations/ White Space
Fonts and Size of Lettering	Logical Sequence/Use of Textual Cues

Activity: Various texts were handed out to pairs of participants so that they could evaluate instructional materials using the criteria listed above. They were instructed to use the criteria list we had developed (above) and to determine whether the text rated a 3 for excellent, 2 for good, or 1 for fair-poor in each of the categories. After approximately 10 minutes of discussing and evaluating their text, each pair was asked to report on anything surprising they had learned about their text,whether they would use it with a student,.and if so, with whom?

We also looked at teacher's manuals for helps that might make teaching easier and more effective such as those found in *Developing Reading Strategies* series.

Often, instructors choose materials from newspapers and magazines for reading and discussion in their classrooms. We wanted to know how to identify the readability level of materials such as these, not found in graded reading series.

While generally used for workforce materials, the Forecast readability formula was introduced as a fairly easy and reliable way to determine the approximate reading level of materials. (See attached).

Activity: Participants were given a handout on the Forcast readability formula and read through the instructions. Sections of a newspaper were handed out and pairs of participants were asked to apply the readability formula to a selection they thought they might assign to a student. (Most instructors were surprised at how high the readability level was for most of their selections.) A discussion followed in which participants identified the following as contributors to reading difficulty:

multisyllable words	long sentences
terminology	subject area
background knowledge/experience	

Hints for Writing Instructional Materials

Know Your Audience

- Write at an appropriate reading level
- Keep writing direct, short, and specific.
- Use visual clues: textual clues, pictures, illustrations, and graphics
- Break the message down into basic points with supporting information
- Relate new strategies/information to common experiences of learners

Organize Your Message

- Be consistent in presentation and organization
- Put important information first and/or last
- Summarize or repeat important information
- Focus on one idea or skill at a time
- Break complex ideas down into sub-ideas
- Sequence information logically

Writing

- Avoid abstract words or phrases
- Use high imagery words and metaphors
- Use short, non-technical words of 2 syllables or less
- When using technical words, include definitions in context
- Keep sentences to an average 8-10 words.
- Use active voice
- Use of commas, semicolons, or colons may indicate the need for new sentence
- Keep sentence structure simple
- Use signal words to link sentences and paragraphs
- Use short paragraphs

Format

- Choose a style and size of typeface (font) that is easy to look at and read - use of serifs give the eye more to "hold on to"
- Use headings to aid comprehension
- Use white space to balance illustrations and words - helps to make work seem simpler and less cluttered
- Put text and illustrations of greatest interest in the center of the page
- Number frames of sequentially or grouped information
- Avoid lengthy lists - boring!
- Use highlighting technizues such as arrows, boxes, etc. to lead the reader's eye
- Use an unjustified righ margin to keep spacing between letters consistent
- Maintain consistency in spacing

FORECAST READABILITY EXERCISE

(The one-syllable words are underlined)

Friction is the resistance to motion created when one dry surface rubs against another. Even highly polished metal surfaces have irregularities (when studied under a microscope) that would create much friction if rubbed together. The microscopic roughness would resist movement and create heat.

As the relatively rough projections on the contact surfaces rub across each other, they eventually would break off and become loose particles. The particles, in turn would work between the surfaces and gouge grooves in the metal. Then, as the friction and heat increases, the metal parts would expand, causing greater pressure between the surfaces and creating even greater friction. This condition of wear exists until the parts either weld themselves together or seize (expand so much that mating parts cannot move).

In some cases the excessively worn parts lose so much material from their contact surfaces, they become too loose to function properly. When this happens (150) the scored part should be replaced with a new one.

From: Roth, A.C. (1981). Small Gas Engines. South Holland, IL: Goodheart-Willcox Company, Inc.

FORECAST READABILITY FORMULA WORKSHEET

1.)	Number of 1-syllable words.	82	
2.)	# 1 divided by 10	8.2	
3.)	#2 subtracted from 20	11.8	(approximate readability index of this passage)

TECHNIQUES FOR DIRECT INSTRUCTION

Participants were given copies of handout on direct instruction. Discussion followed.

Learning New Concepts/Skills

In introducing new concepts or strategies, students should be given labels for their learning. In this way, they can identify their skills as tools that they can take anywhere, when ever they want. An example is in teaching learners the concepts of *metacognition.* They need to first be shown an example of how metacognition is used in everyday life.

Example: (Here's what I'm thinking when I'm using my metacognition.)
"Having read that passage, do I understand what it meant? If not, what should I do? I could look up the words I don't know, or I could keep reading and see if it makes more sense as I go along. If that doesn't help, I could read it over again, slowly.

This is an example of my ability to monitor my understanding and my knowledge about what I need to do about it if I don't understand something I've read. That's *metacognition.*

Once the concept has been modeled, students should be provided with opportunities to practice so that they can think through the processes and determine whether they understand. By doing initial practice in groups, students can discuss and reflect on what they're doing. They can also share new ways of approaching problems, etc. that might not have been covered by the teacher, but be just as effective. They should be given the opportunity to practice alone so that they can evaluate whether they have really grasped the concept.

Finally, students should summarize what they have and try to apply their learning to another setting, if possible. This helps them to solidify what they have learned, to make it their own. It also helps them see that it is truly portable. That they can carry their new ability anywhere!

Building on Background Knowledge

The subject of background knowledge and experience and how it affects comprehension of materials led to a discussion on how important it is for instructors to assess what students already know so that they can build on that knowledge. The comparison was made to a hat rack. Unless there is background knowledge or experience (the hook), there is nothing on which new

there is background knowledge or experience (the hook), there is nothing on which new information can be hung. When there is limited or no background experience, it is the responsiblitiy of the instructor to provide the background experience before presenting new information.

Activites that a teacher can use to build on background experience include:

Use of analogies

Ex: Prior to reading a story about a Native American's experience in meeting with English settlers, discuss how students feel when an immigrant approaches them.

Discussion, sharing information about childhood, etc.

Ex: Prior to reading about a family's experiences when one child has just been stabbed, discuss how it feels as a parent to see a child hurt by the outside world.

Reflecting and writing on a topic before reading

Ex: Prior to reading "I Know Why the Caged Bird Sings", write about the topic e.g. What do you think about when you hear the words caged bird?

Brainstorming

Ex: Class makes a list of words they associate with "caged bird."

Collaborative writing activities

Ex: Students write a play about a woman who has been abused before reading "The Color Purple."

Predicting what will happen in a story using pictures, illustrations, textual cues

Ex: Students respond to the question: "What do you think this story is going to be about, based on the title and pictures, illustrations, etc.?"

The point was brought out by participants that reading out loud might not be beneficial to students if it was not building on background knowledge. This practice only makes individuals

TECHNIQUES FOR DIRECT INSTRUCTION

Focus / Awareness

Demonstration or activity carried out by instructor or students to enhance awareness of what skills they are learning and why, when, and how to use them. Helps learners develop a "schema" for analysis of and for finding solutions to problems.

- Introducing new concepts/strategies - labeling
- Connecting new learning with background experience - showing relevance.
- Developing questions that encourage metacognition and focus - connecting need with meaning and self monitoring with indepenence

Modeling

Instructor demonstrates and explains how to complete a task or use a skill while describing the strategies and concepts being applied to carry out that task.

- Thinking aloud - processes
- Using strategies as tools to thinking and problem solving.

Reflection/ Practice

Practicing or processing new skills and concepts with assistance and further modeling as needed. When done in groups, allows learners to reflect on strategies and concepts they are using and which can be applied in the workplace. Schema is also enhanced and students gain appreciation and understanding of the ways others think and solve problems. Social / communications skills are also reinforced through cooperative efforts.

- Brainstorming - affirms learner as thinker - opportunity to share and connect.
- Think/Pair/Share - reflection and communication.
- Using graphic organizers - deeper processing, elaboration, memory aids.
- Applications in the workplace - simulations, etc.

Closure: Feedback and Transfer of Skills

Learners are given opportunities to identify ways they can apply skills and strategies in a variety of contexts (job-related or other applications). The more they "see" opportunities for applying new skills, the greater the likelihood that they will be applied to other situations or be "portable".

- Summarizing what was learned - makes cognitive connections and labeling.
- Applying information/strategies to other situations.

uncomfortable and often, in focusing their attention on pronunciation, they lose meaning. In other words, students should be given the opportunity to read silently and prepare for their oral reading. It was determined that it would be most appropriate to have students read out loud if they were reading plays or if the teacher wanted to assess an individual's reading ability, but even then, they should be able to read the selection silently, first.

Closure

Participants were given the handout "Considerations for Instructing Adult Learners" (attached). They were then asked to evaluate whether each of the concepts presented in the workshop met these criteria. After determining specific concepts that matched each of these criteria, participants were asked to try to apply as many of these considerations into their teaching practices and to report on their success during the next workshop.

Considerations for Instructing Adult Learners

- Adults learn best when they feel in control of their own circumstances and environment. They wish to be seen by others as self-directed.

- It is important to utilize the experience of adult learners in learning activities.

- Readiness to learn can be stimulated by helping adult learners to determine their needs for instruction and to identify their personal motivations for learning.

- Adult learning is most effective when the learner finds immediate applications for new skills and knowledge.

- Adults learn best when the environment encourages interaction between learners as well as respect, collaboration, support, openness and authenticity, pleasure, and humanness.

- As much as possible, the instructional setting should not remind adult learners of classrooms of their childhood, especially when former experiences may have been negative.

- Commitment is proportional to the extent to which people have participated in planning and decision making.

- Ultimately, effective evaluation must be the province of the learner, himself.

Adapted from: Knowles, M.S. and Associates, Andragogy in Action: Applying Modern Principles of Adult Learning. San Francisco: Jossey-Bass, 1984.

Understanding Domestic Violence

in the Adult Education Program

Irene Basil, Coordinator

Domestic Violence Program

LSH Women's Program

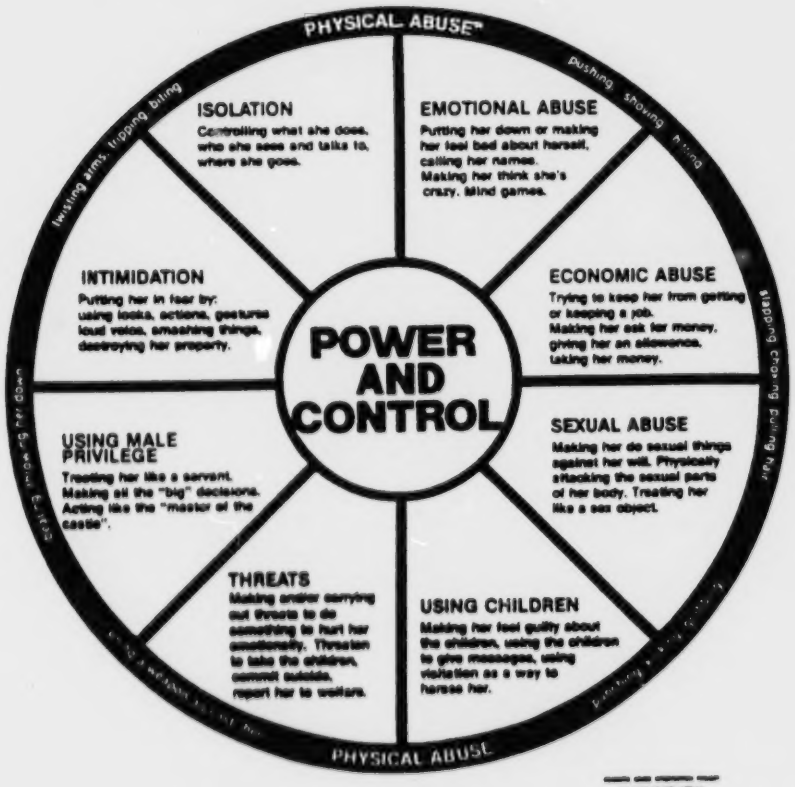
WHAT IS DOMESTIC VIOLENCE?

Domestic violence is a crime which occurs with alarming frequency and brutality in our society. Research demonstrates that the overwhelming majority (95 percent) of adult victims of domestic violence are women (Dobash & Dobash, 1979; Browne, 1987).

Simply stated, domestic violence is forceful, controlling behavior that coerces a woman to do what the abuser wants without regard to her rights, her body or her health. Battering is a pattern of behavior that includes the use or threat of violence for the purpose of gaining power and control over the victim. Abuse includes physical, psychological, sexual or economic violence inflicted upon another person.

Domestic violence involves a continuum of behaviors ranging from degrading remarks to cruel jokes, economic exploitation, punches and kicks, false imprisonment, sexual abuse, suffocating actions, maiming assaults, and homicide. Unchecked, domestic violence usually increases in frequency and severity.

Below, you will find a chart which helps describe domestic violence.


PHYSICAL ABUSE
ISOLATION
Controlling what she does, who she sees and talks to, where she goes.
EMOTIONAL ABUSE
Putting her down or making her feel bad about herself, calling her names. Making her think she's crazy. Mind games.
INTIMIDATION
Putting her in fear by: using looks, actions, gestures loud voice, smashing things, destroying her property.
POWER AND CONTROL
ECONOMIC ABUSE
Trying to keep her from getting or keeping a job. Making her ask for money, giving her an allowance. Taking her money.
USING MALE PRIVILEGE
Treating her like a servant. Making all the "big" decisions. Acting like the "master of the castle".
SEXUAL ABUSE
Making her do sexual things against her will. Physically attacking the sexual parts of her body. Treating her like a sex object.
THREATS
USING CHILDREN
Making her feel guilty about the children, using the children to give messages, using visitation as a way to harass her.
PHYSICAL ABUSE

BEST COPY AVAILABLE

Used with the permission of Domestic Abuse Intervention Project, Duluth, Minnesota.

PA Coalition Against Domestic Violence, 1992

To put domestic violence in perspective, let's look at what occurs in this country during one typical seven hour school day.

- More than 1,400 women will be battered by their husbands/male partners; that's 1 domestic assault every 18 seconds in the country. (FBI statistics.)

  Three of four of these women may be injured in the assaults. (Browne, 1987)

- At least $40,000 will be paid in medical costs related to spouse/partner abuse. (Bureau of Justice Statistics)

- More than 490 adults will face a spouse wielding a knife or a gun during these seven hours. (Straus et al, 1980)

- 11 husbands/wives/partners will be killed by a spouse/partner. (FBI, 1986-7)

- 2,637 children will have witnessed their fathers assaulting their mothers. (National Women Abuse Prevention Project, 1989)

- 288 children will be abused by fathers/mothers/caretakers. (Children's Defense Fund, 1989) Another source would estimate the figure at 800 during this 7 hours. (National Committee for the Prevention of Child Abuse, 1986).

- Where a male perpetrator is identified, as many as 70% of the injuries inflicted are likely to be severe. (Bergman et al, 1986)

- Between 50% and 70% of the men who batter their wives/partners also abuse their children. (Walker et al, 1982) Most severe child abuse occurs in the context of domestic violence, and the onset of child abuse post-dates the woman abuse. (Stark and Flitcraft, 1985)

WHO ARE THE VICTIMS?

As stated previously, research shows that the overwhelming majority of adult victims of domestic violence are women abused by male partners, although anyone can be a victim of domestic violence including elderly parents; lesbians and gay men, men abused by female partners and handicapped individuals abused by caretakers. Battering occurs regardless of race, age, socioeconomic status, sexual orientation, mental or physical ability and religious background. Women can be beaten in any neighborhood in any town. Battered women are factory workers, nurses, lawyers, homemakers, police officers, and college students. They are grandmothers and they are teenagers.

Battered women are like all other women. They are not psychologically impaired. Neither do they suffer from personality disorders. Their behavior

does not distinguish them from other women. They cannot be identified by particular demographics. The only two consistent risk markers for women being battered are gender and witnessing the abuse of their mothers by their fathers. (Hotaling & Sugarman, 1986).

The relationship between victim and abuser may be spouse, former spouse, adults related by blood or marriage, persons who have a child in common, persons who are or have been sexual or intimate partners and persons involved in dating relationships.

All of us tend to try and figure out something about these battered women that makes them different from us. This is a very normal mechanism which helps us live in a scary world, because if an abused woman is just like me, responding like me and doing what I would, then I could be a battered woman tomorrow. It is much safer to pin labels and believe the myths, yet the sad truth is that everyone knows a battered woman and any one of the women in your class-room today could be a victim of this devastating violence.

BATTERED WOMEN

A historical perspective reveals the scope of the problem of violence against women. For many years, wives were considered the property of their husbands. English Common Law gave husbands the right to beat their wives with any reasonable instrument. A "reasonable instrument" was later defined as one no thicker than a thumb. (Thus originated the phrase "rule of thumb.") Such laws were maintained throughout Europe and early America. It was not until the late 1800's that a few states rescinded this "right." For the next hundred years, even though the law no longer sanctioned wife beating, neither did it communicate that such violence was criminal behavior. Abuses against women were termed "domestic disputes" and such disputes were considered a private matter. Law enforcement, called to the scene of a domestic assault, attempted to "keep the peace" or "talk down the perpetrator" rather than arresting the offender and protecting the complaining party. Rather than arrest, the preferred course of action was separating the parties and mediating the dispute. As a consequence, domestic assaults have not been treated as seriously as other assaults in the criminal justice system; violence against intimates has been considered nuisance behavior, not crime. Recently, Pennsylvania adopted a "probable cause arrest" statute which makes it clear now that such violence in Pennsylvania is criminal and must be treated as such. (18 PA. C.S. §2711)

Still, the incidence of violence remains high. Battering is the largest cause of injury to women, with a woman beaten every fifteen seconds in this country. The National Crime Survey from 1978-1982 found an estimated 2.1 million women were victims of domestic violence at least once during an average 12 month time period. An estimated 32% of these women were victimized again within 6 months. (Bureau of Justice Statistics, 1986)

In 1956 about 51% of the victims of partner homicide were women. (Wolfgang, 1956) In the period from 1976-86, the killing of women by their spouses or

partners dramatically increased. In half of the states in this country, the homicide rates of women victims in partner homicide increased by 75%. (Browne and Williams, 1987) Nationally, about 65% of the victims of partner homicide are women. (Uniform Crime Report, 1987) In 1987, 80% of the victims of homicide by spouses in Pennsylvania were women. (Pennsylvania UCR Program, 1987)

HOW ARE THEY VICTIMIZED?

Many victims suffer all forms of abuse. Verbal and emotional abuse may be more subtle than physical harm, but this does not mean that it is less destructive to victims. Many have said that the emotional scars take much longer to heal than the broken bones.

The first assault inflicted by a batterer usually shocks the victim. It is hard to believe that a person who proclaims love, devotion and commitment to you could violate you. About 20% of battered women report that the first assault by their partner came during pregnancy. Thereafter, episodes of violence may be infrequent or frequent, prolonged or short-lasted, severe or mild assaults. Non-violent tactics of control are always coupled with violent conduct. Violent assaults usually increase in frequency and severity over time. As the batterer's violence progresses, he may begin to abuse the children and he may direct violence or threats of violence against friends or extended family. Even those batterers who infrequently use violence regularly remind their battered partners that non-compliance with their demands may precipitate violent assaults.

WHO ARE THE PERPETRATORS?

Batterers are not easily identifiable. They reflect the full range of demographic measures. Batterers are unemployed workers, farmers, computer experts, car salesmen, university professors, truck drivers, psychiatrists, police officers, teachers, house painters and clergymen. They are not likely to suffer from severe mental disorders. (Saunders & Browne, 1990) Although some are "negativistic" and "narcissistic," the majority do not meet the criteria for psychopathology. (Hamberger & Hastings, 1986) Men who batter, however, seem to have been more likely to have witnessed their fathers beating their mothers and to have been severely abused during childhood than men who do not use violence and terrorism in intimate relationships. (Hotaling & Sugarman, 1986; Saunders, 1988)

While there is no behavioral profile that identifies all batterers, a cluster of behaviors appears quite consistently among severely violent and life-threatening perpetrators. These include:

- Threats to kill.
- Frequent physical assaults on his woman partner.
- Frequent and severe sexual assaults of his woman partner.

- Infliction of severe injury on his woman partner.
- Frequent consumption of drugs or alcohol.
- Violence outside the home. (Saunders, 1988; Gondolf, 1988; Browne, 1986)

WHY DO THEY BATTER?

Batterers are not out of control. Indeed, they choose the victim, time, place, violent tactic and severity of assault when committing domestic violence.

A person who abuses assumes that:

1. He is entitled to control his partner and that his partner is obligated to obey him.
2. He is a moral person even if he uses violence against his partner.
3. He will get what he wants through his use of violence.
4. He will not suffer adverse physical, legal, economic or personal consequences that outweigh the benefits achieved by his violence.

The use of drugs or alcohol is often used as an excuse for the violence; however, studies show that there is no causal relationship. Addicted men batter regardless of whether they are drunk or high, sober or clean. There does, however, appear to be a correlation between addiction and more severe battering incidents. (Roberts, 1988)

Although we may never know why one person batters while another does not, we do know that once violence occurs in a relationship, it will increase in both frequency and severity unless something is done to stop it. Several studies have found that an effective police response to domestic violence cases which includes the arrest of the abuser is the single most important variable in whether or not the violence recurs. In addition, victims are more likely to be faced with new threats and/or assaults when no charges are filed by police. (Jaffe, Wolfe, Telford, and Austing, "The Impact of Police Charges in Incidents of Wife Abuse") It would seem, therefore, that those who batter others do so most often when there are no clear societal sanctions which would outweigh whatever perceived benefits the batterer receives through the use of violence.

MALE VICTIMS

Whenever a person works with domestic violence victims the question will at some point be asked of them: "Aren't men abused as well?" While the research and statistics available on male victimization in domestic relationships are sparse, it appears that men are no more than 5% of the victims of

domestic violence among heterosexuals. (While some data may show that women hit men more frequently than this figure suggests, it seems that few men are injured by female violence; there does not appear to be an increase in frequency or severity of violence over time; and men do not fear the violence of their female partners.)

It is understandable why male victims may not come forward. Men are raised to be strong, powerful and "in control". Consider the embarrassment faced by a battered woman as she presents her story. Such embarrassment can be presumed to be even greater for a male victim who has been taught not to admit physical weakness - especially to a third party. Overcoming the social stigma placed on male victims is a major step faced by those seeking assistance. In Pennsylvania resources available to battered women through the network of the Coalition are also available to male victims.

GAY/LESBIAN SAME SEX PARTNERS

Violence in lesbian and gay relationships has only recently been acknowledged as a problem. Many of the issues, such as power and control, are consistent in both lesbian and gay and heterosexual battering; however, battered lesbians and gay men suffer the added burdens of homophobia and heterosexism which result in limited resources and support and increased isolation.

In Pennsylvania all legal options are available to abused lesbians and gay men. Most domestic violence hotlines provide counseling for lesbians and a few programs sponsor battered lesbian support groups. Fewer resources are available for gay men. While this manual does not contain a separate section on lesbian and gay battering, much of the information on woman battering is applicable.

ABUSED CHILDREN

Many of the children who witness the battering of their mothers demonstrate significant behavioral and emotional problems, including psychosomatic disorders, stuttering, anxiety and fears, sleep disruption, excessive crying and school problems. (Hilberman & Munson, 1978) Ninety percent of abused boys and 75% of boys who witness battering have demonstrated behavioral problems. (Jaffe, 1986)

Injury death surpasses disease as the major killer of the young. The numbers of homicides of infants is increasing, as is the number of suicides among children 10-14 years of age. Homicide during the first year of life often represents lethal cases of child abuse. (Johns Hopkins University Research, published in the March, 1989 issue of **The American Journal of Public Health**)

In the time periods of 1971-73 and 1981-83, the incidence of hospitalized cases of child abuse did not change significantly, but the proportion of severe

injuries increased dramatically. The percentage of male perpetrators increased 15% for all cases and increased 34% for **severe** cases. Eighty percent of fatal cases were attributed to men. If a male perpetrator was identified, there was a 70% chance that the children's injuries were severe. (Bergman, et at, 1986)

Following intervention at battered women's shelters, there has been more than a 20% reduction in abusive tactics directed toward children by both the battering father and the battered mother. Most of the benefit resulted from women no longer living with abusive men. (Giles-Sims, 1985)

WHY DO THEY STAY? WHEN DO THEY LEAVE?

Many people not involved with an abusive partner say that if their mates ever harmed them they would leave. Many battered victims remember the same resolve. Why do they stay? Why might they go back? Why do some permanently separate from abusers?

There are serious factors which weigh on the battered woman's decision to leave. This is the man she loves, or has loved. The batterer may be the father of her children. Ending an intimate relationship is very difficult, even more so when self-confidence has been destroyed by the batterer. Battered women report the following reasons for staying with the batterer or leaving him.

Leaving can be dangerous. Many battered women have been killed by their partners after leaving the violent home or ending the relationship. A battered woman, therefore, may believe that leaving will not necessarily make her life or the lives of her children safer. Many batterers escalate the violence to coerce their victims into reconciliation or to retaliate for their departure. This may include threats to kill her, himself, or others if she leaves or doesn't return after having left.

Hope for change. Many abusive mates become remorseful after inflicting violence. This contrite behavior may include promising never to hit again, agreeing to seek counseling if the victim does not leave, reminding the victim of how hard the perpetrator works, pointing out the incredible stresses under which he is operating, acknowledging the wrongfulness of his violence to the children and asking their help in stopping it, and demonstrating his love for her in meaningful ways. Since battered women are in committed relationships and have often built their lives around the relationship, they hope for change. When the batterer acknowledges the error of his ways, when he breaks down and cries out his despair, and concedes the need for dramatic change, hope is often born anew for battered women.

Isolation. Many battered women lose their support systems. The batterer has isolated them. For example, a batterer may prohibit a battered woman from using the phone; may humiliate her at family gatherings; may insist on transporting her to work; may censor her mail, etc. Men who batter are often highly possessive and excessively jealous. They believe that they "own" the

battered woman and are entitled to her exclusive attention and absolute obedience. The batterer knows that if the truth is told about his conduct, support persons will urge the battered woman to leave or seek assistance. Therefore, batterers quickly isolate battered women in order to sustain the power of their violence.

Societal denial. Battered women fear that no one will believe their husbands or partners beat them. Batterers often are very ingratiating and popular men who keep their terrorizing, controlling behaviors within the family, behind closed doors. The battered woman knows this, and it compounds her fear that no one will believe her. Battered women discover that many people and agencies in the community trivialize the impact of violence (e.g. doctors prescribe valium for coping; ministers recommend prayer and more accommodating behaviors; therapists advise better communications with the perpetrators, etc.) No one understands that she feels like a prisoner who might be severely injured or die at the hands of her jailer. She concludes that since they don't understand the seriousness of the violence, they will not support her disruption of the family.

Barricades to leaving. Even when a battered women decides to leave, batterers put up many barricades. Many threaten to seek custody of their children, to withhold support, to interfere with her employment, to advise prospective landlords that she is not creditworthy, to try to turn the children or family against her, to threaten to kill her or other family members if she leaves, to threaten retaliatory suicide, or in other ways to escalate his violence in an attempt to hold her in the relationship.

Belief in batterer treatment. Battered women are reluctant to leave when their partners are in treatment. They believe the treatment will motivate them to make the profound changes necessary to stop their battering. Therefore, it is very important that battered women are referred to domestic violence programs so that they can gain full information about treatment programs for batterers and evaluate whether these programs are likely to effect the change that will make life safer for them. (Gondolf, 1988; Okun, 1986)

Dangers in leaving. Many battered women believe that leaving is not necessarily going to make her life or the life of her children safer. Many battered women killed by their partners are killed <u>after</u> they have left or separated. (Casanave & Zahn, 1986; Browne & Williams, 1989 & 1987)

Economic autonomy. But battered women do leave. The most likely predictor of whether a battered woman will permanently separate from her abuser is whether she has the economic resources to survive without him. Therefore, it is incredibly important that battered women obtain support awards in protection orders and are referred to battered women's programs where they can learn about other economic supports, job training and employment opportunities. (Gondolf, 1988; Okun, 1986)

Leaving is a process. Most battered women leave and return several times before permanently separating from the batterer. Leaving is a process. The first time a battered woman leaves may be a test to see whether he will actually get some help to stop his terrorism. When he is violent again, she may leave to gain more information about resources available to her. She may then reconcile and begin to get some economic and educational resources together in case she decides that she must later leave. She may next leave to try to break out of the isolation in which the batterer has virtually imprisoned her. Most battered women eventually leave. (Okun, 1986) Leaving must be done in a way that does not further jeopardize the victim's safety. It is important to refer victims to domestic violence programs to develop plans for safe leave-taking.

LONG-TERM EFFECTS OF DOMESTIC VIOLENCE

The long-term effects of domestic violence have not begun to be fully documented. We know that boys who witness their fathers assaulting their mothers are much more likely to abuse their wives/female partners when they are adults. Those boys who witness their fathers' abuse of their mothers are more likely to inflict severe violence as adults. (Hotaling and Sugarman, 1986) Data suggest that girls who witness maternal abuse may tolerate abuse as adults more than girls who do not. (Hotaling and Sugarman, 1986) These negative effects may be diminished if the child benefits from intervention by the law and domestic violence programs. (Giles-Sims, 1985)

The long-term effects of abuse on children include "depression and self-destructive behavior, anger and hostility, poor self esteem, feelings of isolation and stigma, difficulty in trusting others (especially men), marital and relationship problems, and a tendency toward revictimization". (Finkelhor and Browne, 1988) Other effects identified include runaway behavior, hysterical seizures, compulsive rituals, and drug and alcohol problems. (Conte, 1988)

Battered women suffer physical and mental health problems. In fact, the emotional and psychological abuse inflicted by batterers may be more costly to treat in the short-run than physical injuries. (Straus, 1987) Many of the physical injuries sustained by women from abuse seem to be causing medical difficulties as women grow older. Arthritis, hypertension and heart disease have been identified by battered women as directly caused or aggravated by domestic violence earlier in their lives. (Corrao, 1985)

Battered women lose their jobs because of absenteeism due to illness as a result of the violence. Absences occasioned by court appearances also jeopardize women's livelihood. Battered women are often deemed unstable by their bosses and passed up for promotion. Battered women may have to move many times to avoid violence. Moving is costly and can interfere with continuity of employment.

Battered women often lose family and friends as a result of the battering. First, the batterer isolates them from family and friends. Battered women then become embarrassed by the abuse inflicted upon them and withdraw from support persons to avoid embarrassment.

Some battered women have lost their religious communities when separating from abusers because religious doctrine prohibits separation or divorce whatever the severity of abuse.

Many battered women have had to forgo financial security during divorce proceedings to avoid further abuse. As a result they are impoverished as they grow older. (Marshall & Sisson, 1987)

SUMMARY

No one deserves to be abused. This is true regardless of age, sex, race, disability, socioeconomic status, religious affiliation or sexual orientation. People who are abused have a right to protection. Being aware of the many fears faced by domestic violence victims helps you to respond with empathy to the victims you will encounter.

EFFECTS OF DOMESTIC VIOLENCE ON CHILDREN

Our Pain

I have tried to tell you what I'm feeling inside,
I kicked the dog, threw a tantrum and cried.

My grades have fallen well far below
I have tried to tell you I'm feeling low.

I am a child, this is very true,
But I also have feelings just as you do.
Please listen to me, I have something to say,
Why does our love have to be this way?

Catherine Whitely, Women's Center and Shelter of Greater Pittsburgh, 12/3/81

Children who have witnessed physical violence between the two people who are their most important sources of security and love are deeply affected. Given limited resources, the primary focus of domestic violence programs must most often remain on the battered woman. Nevertheless, services for children can help not only to alleviate some of the suffering of the individual children, but also to break an otherwise ongoing "cycle of violence."

Domestic Violence is a family problem. Children who live in a violent home environment are affected by the violence, even if they are not the appointed targets of abuse. These children are affected by witnessing the violence itself. They are affected by the attitudes of their parents. They are affected by the feelings they have about the violence. They are affected by the messages they receive about the violence, the attitudes and the feelings. The following is a list of characteristics of children who witness domestic violence:

1. For some children, the problems of domestic assault begins before they are born.

HOW CAN YOU HELP?

Emotional support and encouragement can be of tremendous value to one of your students involved with an abusive partner. Knowing how to help and being a positive presence in her life can help ease the isolation, loss of control, and other anguish she might be experiencing. The following are some of the important things you can do to help:

Be informed. Find out what services are available in your area to assist battered women and their children. Encourage her to seek the assistance available at the local domestic violence center, which is listed in the blue pages of the telephone directory. Call the center, yourself, for information about other resources in your area. Learn more about domestic violence in general and what you, personally, can do to stop it.

Lend your support. Let her know that you care and are willing to listen to and believe her. Allow her to confide in you at her own pace. Hear what she has to say and never blame her for what is happening. Do not underestimate or minimize her fear of potential danger. Let her make her own decisions about her life. Support her right to make her own choices, whatever they are.

Focus on her strengths. Give her the emotional support she needs to remember that she is a good person. Your student may believe she can't do anything right because she probably has been told by her abuser that she is a "bad woman," "bad wife," "bad mother." Without positive reinforcement from outside her home, she really may believe that something is wrong with her. Help her examine her strengths and skills. Emphasize that she deserves a life that is free from violence.

Be a resource. Provide her with information about where she can obtain temporary housing - but be very careful about offering shelter or your assistance, you may place yourself in danger. Battered women frequently face the most physical danger when they attempt to leave their abusive partners. Be discreet and contact the local domestic violence center. Their shelter may be the safest place for a victim and her children.

Assure her confidentiality. Let her know that you will not speak to anyone about her situation without her signed consent and assure her that no information regarding her battering will be placed in her school records. Never, never, confront her batterer.

Be flexible. A battered woman still living with her abusive partner may at times be unable to attend class to protect her own safety (i.e., the abuser has threatened harm for going to school; the more successful she is the more threatened he is), or may be embarrassed to attend class because of visible injuries or destruction of school work or books. Women who have left their abusive partners may have legal and child custody issues that result in missing class. Try to be accomodating when possible; arrange for makeup time or tutoring.

IDENTIFYING THE BATTERED WOMEN

WHAT ARE SOME WAYS YOU CAN TELL A WOMAN IS BATTERED?

Some ways include by visible injuries including bruises, cuts and broken limbs, missing class, losing books that may in fact have been destroyed by the batterer, inconsistency in schoolwork, injuries inconsistent with explanation, information from witnesses and past history of abuse.

The most direct way to find out is to ask her.

HELPFUL QUESTIONS

Did someone hit or beat you? Has it ever happened before?

Are you afraid it will happen again? Were you afraid to come here today?

Sometimes when men are overprotective and jealous as you describe, they react strongly and use physical force. Is this happening in your situation?

Some women have told me that they argue with their partners and later have said that they have been beaten. Could this be happening to you? Are you being beaten?

You have mentioned your partner loses his temper with the children. How are things between the two of you?

You seem to be missing a lot of classes/or having trouble completing school work. Can we talk about what is happening? How can I help?

Have there been times during your relationship when you had physical fights?

Have you ever been in a relationship where you were hit, punched or kicked, or hurt in any way? Is that happening now?

Did your partner do this to you? (Ask this in cases where some other story has been given for suspicious looking injuries).

HELPFUL PHRASES

No one has the right to hit or beat you.

No one has the right to be beaten. It's not your fault.

It is against the law for someone to hit you. There are laws to protect you.

This is a common problem. There are groups to help you. You are not alone.

Battering is rarely a one time incident. Your risks for more injuries increase each time.

I know it must be difficult for you to talk about this. I'm here to help you.

HELPFUL ACTIONS

Help women think about their situations, realize they are not alone and that other women have had similar experiences.

Help women decide what they want by providing them with information.

Help women identify feelings such as fear and powerlessness which may be preventing her from making a decision.

Share your knowledge about domestic violence and shelters.

Be honest, our lives are not perfect either. Offer your own experiences, if relevant.

Offer resources, who, what, when, where.

Help women gain a sense of self confidence and the ability to take care of themselves.

Each woman needs to be comfortable with and make her own decisions. Be respectful of women's decisions.

While realizing and building on the commonality of women's experiences, recognize the differences and diversity of women as well. Equality is not sameness, women of different races and classes experience life differently.

BECOMING A RESOURCE FOR BATTERED WOMEN

The response by outside resources to a battered woman is an important part of her struggle to end the violence in her life. If she is believed, supported, and understood, it will help her to define the violence as something she no longer must tolerate in her life. If the abuser is held accountable for his actions, the battered woman will recognize that the abuse is not her fault.

Many groups provide services every day to battered women and their children but don't know it because the women do not feel safe to identify themselves.

TO LET BATTERED WOMEN KNOW THAT YOUR ORGANIZATION CAN HELP:

1. Place brochures, posters and other literature about domestic violence and resources for battered women in public areas.
2. Take the initiative to discuss the issue of domestic violence in public forums such as professional meetings, community education programs and staff meetings; as well as in your classroom.
3. Provide regular trainings and information to your school staff about the issue of domestic violence.
4. Provide services to agencies that specifically serve battered women, such as shelters, legal centers and hotlines.

5. If appropriate, list domestic violence as one of the issues that will be incorporated into your curriculum. Invite staff of the local domestic violence center to provide sessions on domestic violence and available resources to your classes.

6. If appropriate, include questions about family violence as part of your routine intake procedure.

7. Address the issue of domestic violence in your organization's personnel policies; for example, offer leave to the women on your staff if they need shelter themselves.

8. Develop relationships with the agencies that provide services to battered women and their families to facilitate referrals.

9. Review the policies and procedures of your organization and identify areas where they are or are not consistent with your desire to become a resource for battered women and their families. Suggest appropriate changes. (i.e. school attendance)

10. Ask your organization to consider providing space in your facility for a counselor from a domestic violence program to be available to students, i.e. once a month. (Please be sure to check first with your local domestic violence program regarding availability of staff.)

QUESTIONS TO ASK YOUR ORGANIZATION

What aspects of your current organization already encourage or enable battered women to use your services?

What aspects of your organization may discourage battered women from using your services?

What could your organization do to become a more effective and accessible resource for battered women?

Which of these ideas could you begin to implement now?

Which of these ideas could your organization implement at some point in the future?

What could you, as an individual, do to be a resource for battered women, and to enhance the ability of groups you work with to become a resource for battered women?

Reading Instruction:

Instructional Techniques for Enhancing Comprehension

Meg Keeley

Education Coordinator

LSH Women's Program

STUDY SKILLS

BEFORE READING

Survey the chapter or story:

Title, headings, subheadings- Write them on the *main idea* sheet

Bold or italicized words- write them on the *vocabulary* sheet

Pictures, illustrations, graphs and charts

Ask yourself: What do I already know about this?

Information I already know:

_____

Time, setting, characters/people, situation I have experienced:

_____

Things that I have read that were similar to this - same kind of writing patterns or style of writing:

_____

Focus your reading:

Stories:

What do you think will happen in this story? Write down your predictions. Read to see if you were right.

_____

_____

Look at questions at the end of the story or teacher's study guide and write them on the *question* form.

Non-fiction:

What would you like to find out about this subject?

_____

_____

Look at questions at the end of the chapter or on teacher's study guide. Write them on the *question form.*

AS YOU READ

Ask yourself:

What's important to know or understand? (Use study guides and forms to stay focused.)

_____

_____

Am I understanding this? Does this make sense?

If not, what should I do?

Read again more carefully? Skim/scan?

Read on for more information? Check vocabulary?

Focus Your Reading:

Use the *question form* and fill it in as you read.

Use the *vocabulary form* and write down new or important words and their definitions.

AFTER READING

Check to make sure you answered all the assigned questions.

If not, where will you find the answers?

Index? Skim and Scan?

Headings? Bolds and italics?

Check to see if your answers make sense. (Or use the answer key)

If your answers are incorrect or don't make sense, what should you do?

Re-read the questions? Re-read the answers?

Look up the answers? Check understanding?

Review the information by playing Jeopardy with your *question* and *vocabulary sheets*

How will you know when you know the information well enough for a test or quiz? When you can answer the question correctly at least three times in a row!

Organizing Information

Patterns of Organization in Writing

Authors use different patterns of organization in their writing depending on what they want to say. It's important to recognize this pattern so that you can organize your thinking about the subject.

What kind of pattern did the author use in examples from your textbooks?

_____sharing experience	_____opinion-reason
_____question-answer	_____facts
_____giving information	_____comparison/contrast

When you read, you may need to adjust your speed or style of reading to match the author's organizational pattern. You don't always have to read at the same speed or in the same way.

When an author is talking about his experiences, you can probably get the information fairly quickly. When he is giving you a lot of details and facts, you may have to slow up to get all the information. When he's expressing opinions, you may not agree and need to read his reasons carefully to see if you want to agree or disagree with him.

No matter what you are reading, you should be asking yourself: Does this make sense?

Organizing Information and Taking Notes

When you organize information or take notes, you should use different styles and forms to match the authors' patterns.

How should I take notes?

Sharing experience - list the important events in order

Question-answer - write down the questions and answers

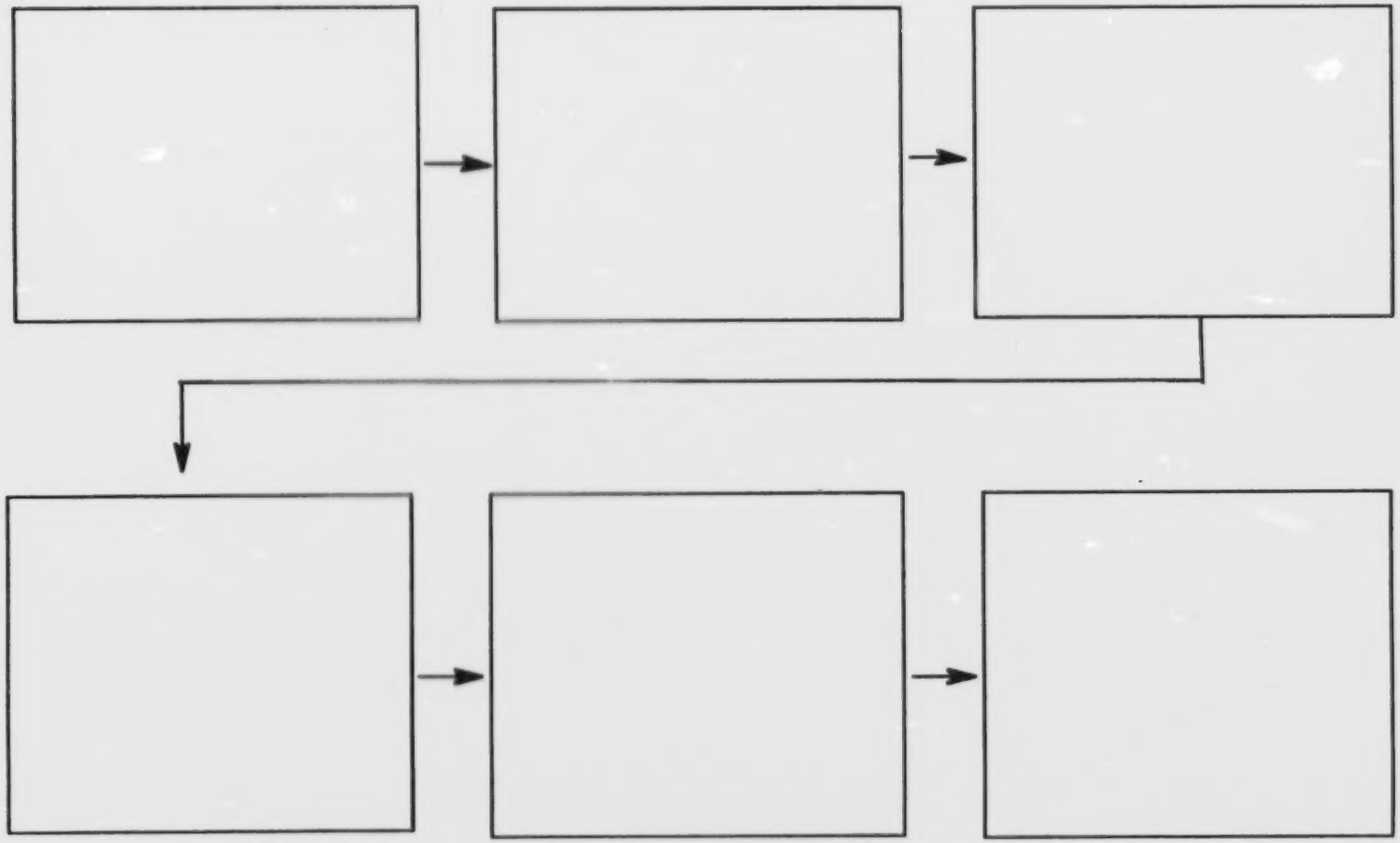
Giving information - write down the main ideas and details

Opinion- reason - write down what the author thought and why

Facts - write down the main ideas and details -

Comparison/contrast - use a Venn diagram

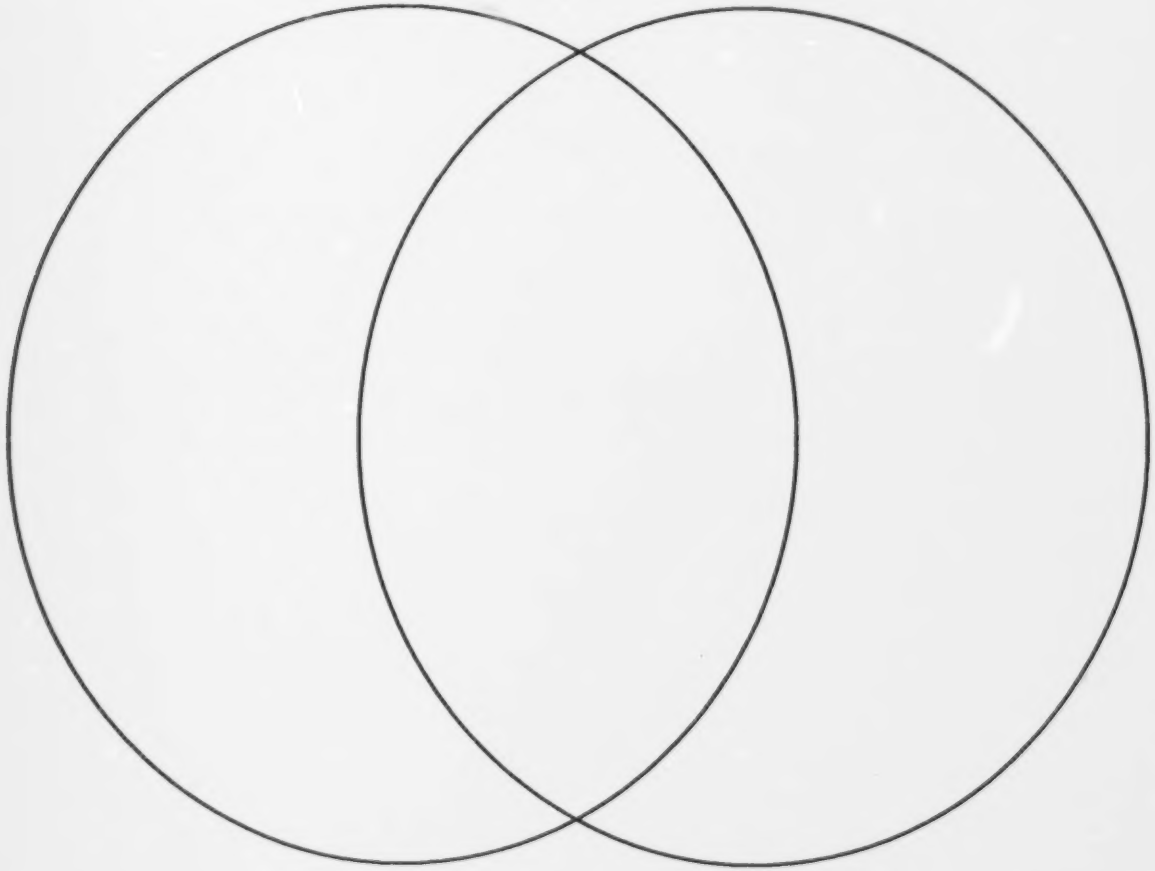
SEQUENCE CHAIN FOR _____

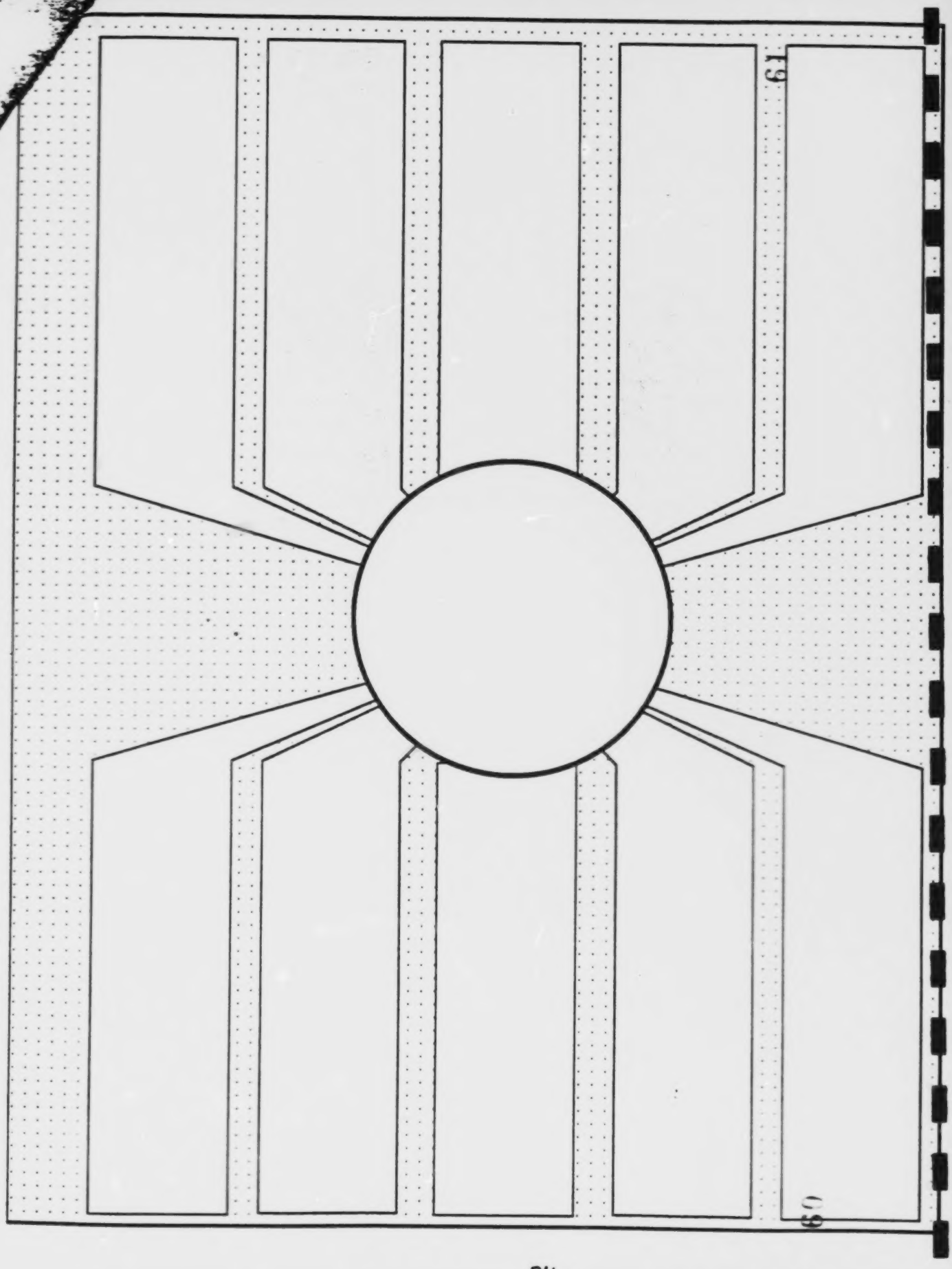


DETAILS

MAIN IDEA

COMPARE AND CONTRAST




61
60

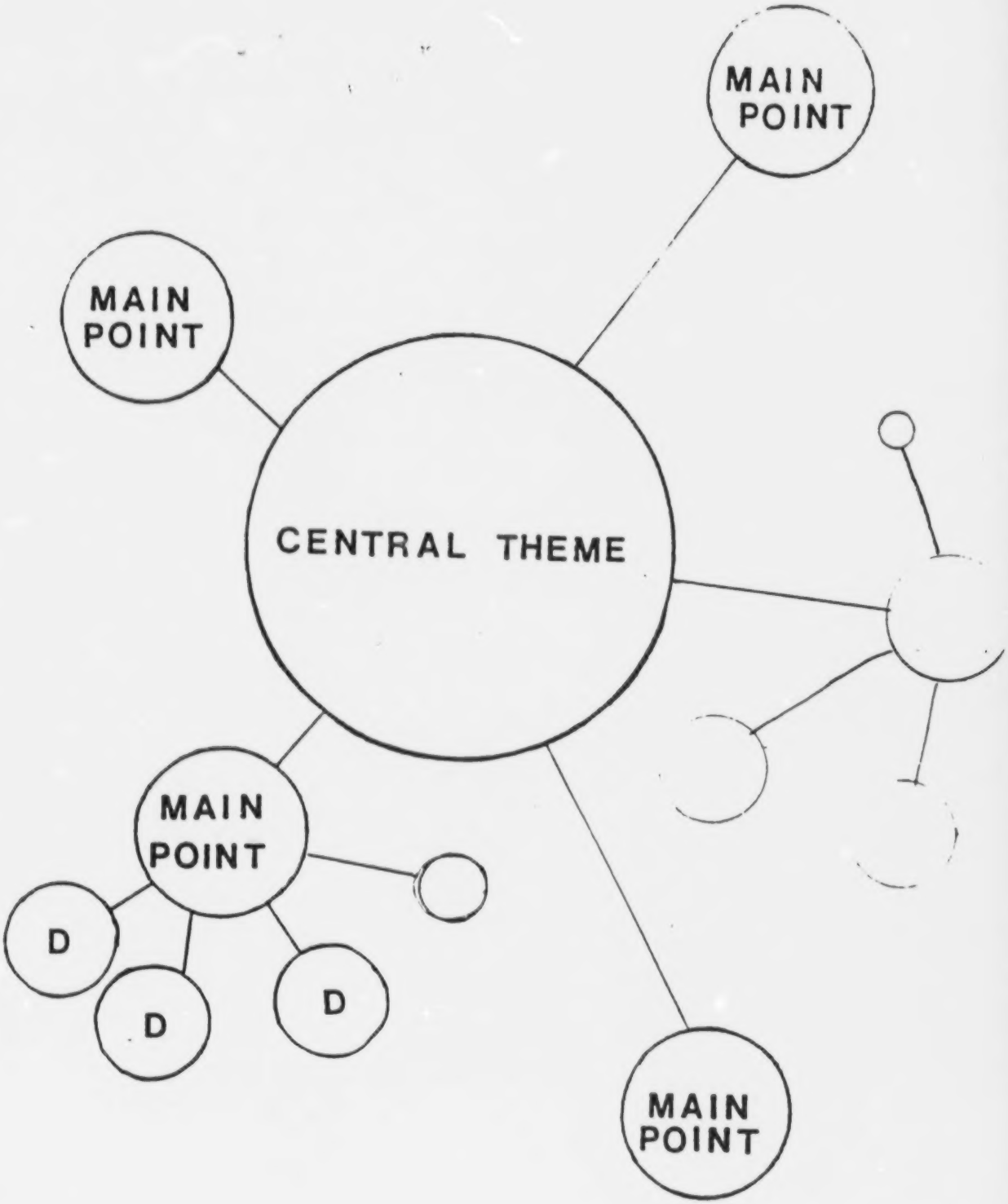

MAIN POINT
MAIN POINT
CENTRAL THEME
MAIN POINT
D
D
D
MAIN POINT

Figure 5.7

Event Frame with an Example Chain of Events

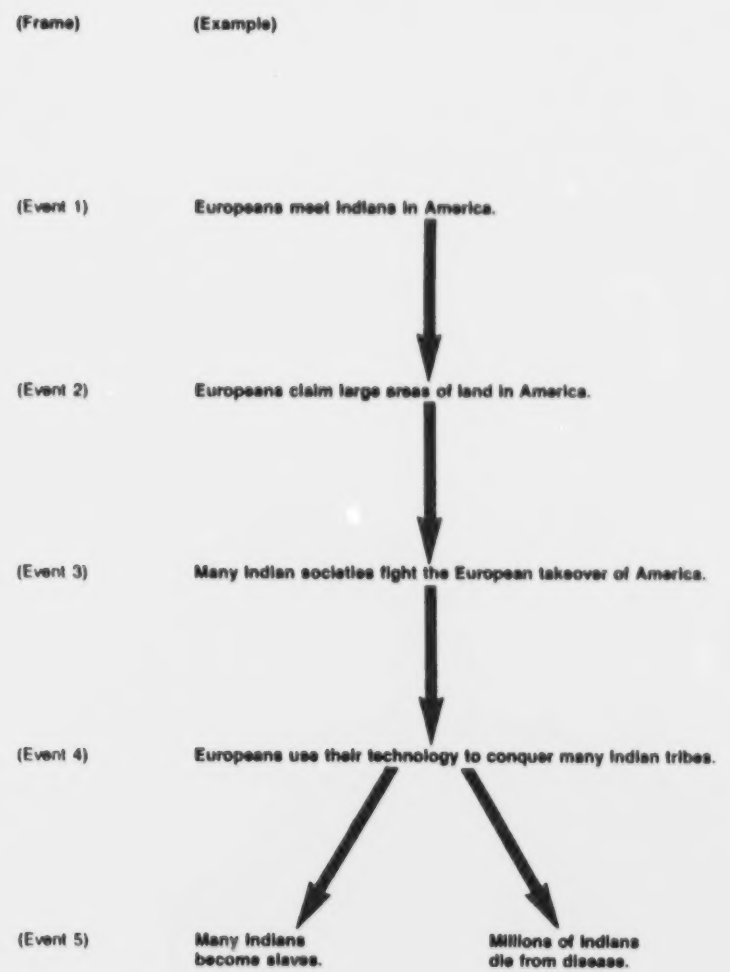

(Frame)
(Example)
(Event 1)
Europeans meet Indians in America.
(Event 2)
Europeans claim large areas of land in America.
(Event 3)
Many Indian societies fight the European takeover of America.
(Event 4)
Europeans use their technology to conquer many Indian tribes.
(Event 5)
Many Indians become slaves.
Millions of Indians die from disease.

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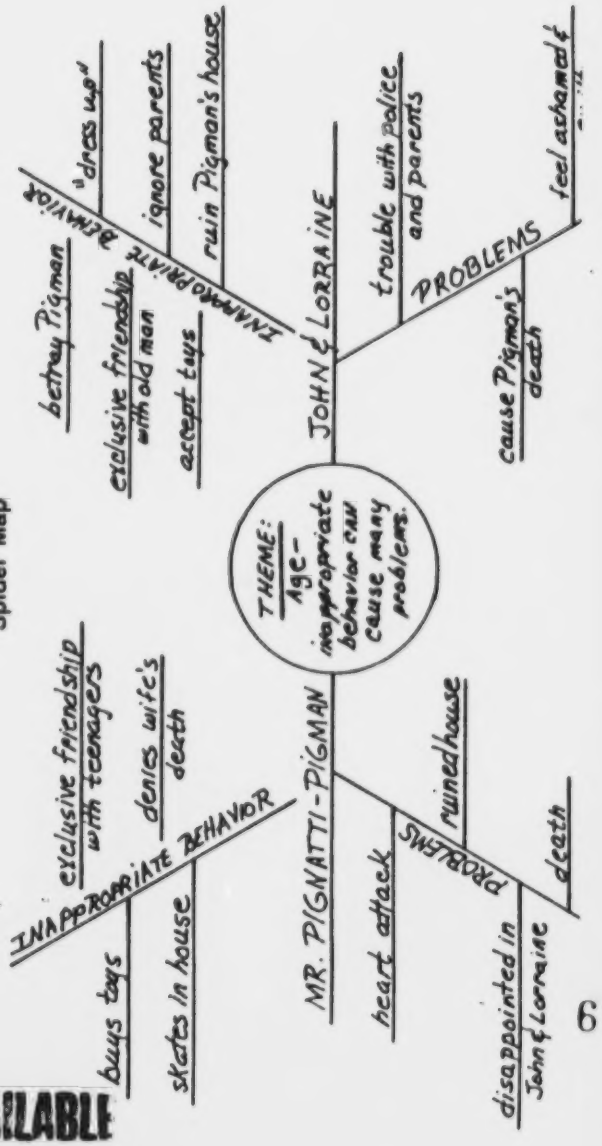
Figure 5.8

Spider Map



BEST COPY AVAILABLE

Learner-Centered Instruction

Using Family Literacy Curriculum: We Are Family

Meg Keeley

Education Coordinator

LSH Women's Program

LEARNER-CENTERED CURRICULUM

I. Learners learn best when learning is relevant and applicable to their lives. Curriculum should build on the interests, needs, and goals of learners as determined through surveys, interviews, and conversations.
   - Need to help children with homework
   - Want to help children avoid negative experiences they felt in school /encourage them to continue school

II. Instruction impacts on and empowers both learner and family
   - Spend more time talking with children about school
   - Children attend school more regularly
   - Children improve academically

III. Programs need to acknowledge that parents are not the sole reason for a child's success or failure.
   - School systems/teachers
   - Poverty
   - Drugs
   - Racism
   - Classism

IV. As learners inform instruction by stating what is important to them, embedded issues emerge which further drive instruction. This model builds on the experience and strengths of learners.
   - Encouraging children to attend school
   - Helping children with homework
   - Helping young children with basics of learning
   - Advocating for children within the school system
   - Helping children who are discriminated against because of race or class
   - Preventing children from dropping out of school
   - Discussing birth control with teenagers
   - Battling neighborhood and family drug use
   - Defining the family: its reality and diversity/ combatting inaccurate media images

- The burdens of single parenting

IV. Curriculum builds on ways that parents have already taught their children. It acknowledges culture and knowledge of parenting as a rich resource which informs rather than impedes learning. By incorporating activities that are already familiar to parents, learners feel more comfortable and confident in doing the activities with their children.

V. Student writings provide opportunities for learners to think critically about the issues of family and education.

VI. Reading selections are chosen to stimulate discussion and critical thinking about topics of interest to learners and instructional activities are designed to reinforce reading comprehension and critical thinking. In this way, parents' skills are enhanced, adding to their confidence around helping children with school work.

VII. Use of concrete activities such as collaborative play writing encourages parents to discuss various methods of working with children, to problem solve, and to role play ways of communicating with children as well as school personnel and other professionals effectively.

VIII. Presenting concrete activities to use with children helps parents to become aware of and take advantage of " teachable moments."

ACTIVITIES

1. Encourage students to discuss and reflect on the importance of their families and to appreciate families of different cultures and compositions. Students may enjoy bringing in pictures of their families, to discuss the members of their families and share something they enjoy about their family.

2. Brainstorm and list families students have seen on TV. Choose the best TV parent and discuss what qualities that parent has. Next, list all the ways in which parents on TV are different from real parents. Read stories about the differences between TV families and real families written by other adult students. Discuss qualities a good parent has and how the media representation of parents is unrealistic and how people can be good parents under present conditions.

3. Ask students to gather in groups of three or four. In the groups, students should share one positive and one negative learning experience that had as children and a quality the teacher had which made the experience positive or negative. As students share their stories, list under headings of" positive" and "negative." After each student has spoken, the class should read over the list and add to it. Discuss how parents can use their past experience to influence how they teach their children.

4. In groups of three or four, have students list difficult situations they have experienced regarding their children's education. List all situations on the board and ask the group to choose the one which most interest them. They should next choose a setting for the play, two characters, and the first two lines. The teacher should write these lines on the board and ask the entire group to copy them. Students should write the third line and raise his/her hand when finished. The teacher exchanges the papers, making sure that no student has their own paper. Students continue the exercise by signaling for another paper when they have completed each line. The activity should continue for approximately 20 minutes or until some of the plays have come to a resolution. When the plays are completed, ask students to volunteer to act out some of the plays. Then discuss how well the characters resolved the situation and explore other options for dealing with the situation.

5. Have students write stories about teaching children non-academic skills from cooking to riding a bike. This exercise will help them to acknowledge the many skills they already teach their children.

6. Have students write stories describing the methods they have used to teach their children reading writing, or math skills. Follow with literacy or numeracy activities appropriate for children of various ages. These activities should illustrate to children and parents that family literacy can be fun and part of their everyday life.

FAMILY

by Tim Ruiz

I got very little support from my parents. When I lived at home it was like I was just there taking up room. I moved out of my house when I was sixteen years old and took on a lot of responsibilities. I have been on my own ever since then. My relationship with my parents is a lot better. I am able to get along with them and have good conversations with them. I visit them on a daily basis and they give me very little grief about some of the things I have chosen to do with my life.

My brother was into drugs really bad. He got kicked out of my parents' house and took on a life of crime. He stole money from his own parents to support his drug problem and put our parents through hell. He got put away for a while, and from this he wised up. As he was able to move back in with our parents, he learned how difficult it was to live with them, as I did. That's when me and my brother bonded and we started spending more time with each other.

My brother and I are the closest thing to family I really have. I do have cousins in Massachusetts who visit only on holidays. They are pretty cool, because they invited my brother and me to stay with them for a while. I considered getting away from this neighborhood and spending more time with some family members I hardly know. But being I am so close to getting my G.E.D. and I also have a decent job, this would be impossible. To really sum up my family life and to tell you the truth, I really consider my friends to be my closest family because they gave me so much support, helped me get where I am today and gave me support on all my positive decisions in my life.

Discussion Questions

1. Who does the author consider his closest family? Why?
2. a. What was Tim's relationship with his family like when he lived at home?
   b. Why do you think it improved?
3. a. Why was the author's brother forced to leave his parents' house?
   b. Do you think it's appropriate to kick children out of the house? If so, under what circumstances?
4. a. Tim mentions that both he and his brother had difficulty living with their family. From the information he gives, what kind of difficulties do you think he might have had?
   b. Did you have difficulties with your parents when you were a teenager? What kind? Did the difficulties improve over time?

Language Arts

Circle the correct verb in each sentence below.

1. I (have, has) been on my own ever since then.
2. My relationship with my parents (is, are) a lot better.
3. I (visit, visits) them on a daily basis.
4. They (give, gives) me very little grief.
5. My brother and I (is, are) the closest thing to family I really (have, has).

Writing

The word "family" has different meanings to different people. What does family mean to you? Who do you consider part of your family? Are there situations in which it is appropriate to force a son or daughter to leave the house? What other options do parents have when their children create severe problems in the home?

My Fifth Grade Teacher

by Raymond Harris

The worst time I had in school was in the fifth grade. We had a male teacher and for some reason, he wanted everyone to be quiet while walking in the halls. No one ever was. So he would beat everyone's hands hard with a yard stick. I think he wanted to see you cry. If you didn't cry he would hit you once more harder and have you come back to the room and sit quietly for at least one half of an hour.

I always thought the teacher needed help from a "psy". I think he really disliked children and had no right to treat children that way or to teach them in any sharp form or fashion.

All of the other teachers were nice and kind. It didn't make me dislike school, just that teacher. I didn't tell my mother or father. They had enough problems with eight other children in the family. I thought I should be able to handle it myself.

Discussion Questions

1. What happened to Raymond in the fifth grade?
2. Do you think children learn better when they are praised for correct behavior or punished for wrong behavior?
3. a. What prevented Raymond from telling his parents about his experience?

   b. What else might prevent a child from telling her/his parents about a difficult incident in school?
4. How can parents encourage children to tell them about mistreatment by teachers?
5. Do you think teachers should be permitted to hit children in school? Explain your answer.
6. What would you do if this happened to your child?
7. Has a situation like this ever happened to you or your child? If not, were there other kinds of mistreatment your child suffered at school? What happened? What did you do?

Language Arts - Prefixes

Prefixes are parts of a word which have their own meaning and are placed in front of root words to make a new word. For instance, the prefix "dis" means not or the opposite of. When paired with the root word "like", the word becomes dislike - to not like someone. Pair these prefixes and rootwords to make as many new words as possible. Then discuss the meanings of the prefixes and brainstorm with other class members for other words that contain these prefixes.

Prefix	Root Word
Pre	pay
Dis	view
Re	orient
Un	cook
	happy
	fair

Writing

What is the best action to take to insure that the type of mistreatment which happened to Raymond does not happen to other children? Write about what an individual parent or a group of parents could do to prevent this from occurring.

Lee

by Ann Shapley

One day several years ago, I came home from work to find out that my son's teacher called and wanted to talk to me about Lee. My first reaction was, "What did he do wrong?" As I waited for Mr. Morrison to call back, I was nervous trying to figure out what he wanted. Finally he called and asked me if I'd seen Lee's report card! I said yes, he had a very good report and is a first honor student. Then he said "I just wanted to commend you on how well he's doing in class." Lee was on Mr. Morrison's hockey team, so Mr. Morrison got to know how well he relates to other children. He said Lee not only respects him as a teacher, but also his playmates too.

Then Mr. Morrison said something to me that made me feel really good. He said, "Ms. Shapley, I know you are a single parent. I think you should not only be proud of Lee but also proud of yourself because you are doing a wonderful job of raising him."

So when I hung up the phone I couldn't wait to tell Lee what he said. I explained to him that I spoke to Mr. Morrison and I told him what he said. He was happy too. That happened when Lee was in seventh grade. I will never forget that phone call. It made me feel special and it's nice to hear something nice once in a while. It gives you a reason to go on. So that's one of the reasons I'm so proud of my son.

Discussion Questions

1. a) What was the author's first reaction when she heard that Mr. Morrison had called?
   b) What kind of problems do you think she might have anticipated hearing about? What problems would you anticipate if you were in her position?
2. Why did Mr. Morrison call?
3. Why do you think Ann anticipated bad news?
4. Do you think teachers should call more often when they have positive news? Explain your answer.
5. Has your child's teacher ever given you good news about your child? What did s/he say?
6. a) Mr. Morrison tells Ann that she should be proud of herself raising her son. When your child succeeds who is responsible for her/his accomplishments? You or your child?
   b) When your child fails at something, who is reponsible? You or your child?

Language Arts - Double Negatives

A double negative is saying no twice in a sentence. For example, in the sentence "He didn't take nothing to the party." the words "didn't" and "nothing" both make the sentence negative. To correct the sentence, take out one of the negatives and make other changes to correct the sentence. For example:

He took nothing to the party.
OR He didn't take anything to the party.

Rewrite the following sentences to correct the double negatives. Make other changes to correct the sentences.

1. Martha won't eat no pork.

2. Gloria didn't ask you for nothing.

3. I don't want none of that cake.

4. Zubina didn't like no cats.

5. Jose don't make no mistakes.

Writing

People have different opinions about who should take the greatest responsibility for a child's success or failure in school. Make a list of all the people who influence your child's success in school. Then write about who or what has the greatest responsibility for a child's success or failure in school.

Play #4

Wanda received a call today from her daughter Angie's teacher telling her that Angie (13) had been missing days from school.

Wanda: The teacher called me today to inform me that you've been cutting class. Tell me why.

Angie: I didn't feel like going.

Wanda: What do you mean you didn't feel like going?

Angie: Because school is starting to get on my nerves. The teacher doesn't pay me any attention. The students are always acting stupid and I'm tired of everything.

Wanda: Well, can't we talk to your counselor or the principal about your problem?

Angie: They're just as bad as the teachers, they don't care or understand me and my problems.

Wanda: Then I think it's about time you and I really sat down and let's brainstorm.

Daughter: I am really losing interest in school and I want out.

Discussion Questions

1. Why as Angie been cutting class?
2. a) How does Angie feel about school?
   b) How does her mother feel in this situation?
3. Angie says no one understands her problems. What kinds of problems might she be having which would prevent her from going to school?
4. Roleplay the conclusion of this play. Think about how Wanda can work to resolve this situation with her daughter.
5. What would you do if you were in Wanda's situation.
6. What can parents do if they feel their children's school or teacher is not providing a good education?

Writing - Choose One

1. Write a letter from Angie to one of her friends explaining why she doesn't like school and wants to drop out.

2. Write a letter to Angie from a friend giving her reasons to stay in school.

Teaching Reading: Parents Share Their Stories

In the next four stories adult education students discuss activities they have done with their children to help them learn to read or read better. After the stories, there are discussion questions and suggestions for other activities to help your child with reading.

.....

Helping My Child Do Better in School

by Delores Jenkins

I do several things to help my child learn better in school. I make sure the television and radio is turned off so that I can get my child's undivided attention. My child may complain about this procedure so I resolve this complaint by turning on Channel 12 or the news. I make sure his/her favorite snack is on the table before we begin.

We start off learning to read by selecting a book together. I give her a ruler to guide her lines with because she has a tendency to skip lines. I make sure that there is a dictionary on the table. I tell my child to read and at each paragraph, I will stop her from reading and ask questions such as "Do you know what this word means? What is this story talking about? Is this one of your spelling words?" Then I ask her to look up the words in the dictionary.

I look for signs of frustration and when I discover then I offer my child some sort of snack. This procedure seems to reduce the tension of drilling certain things into her head. I also let my child take a nap before starting her learning process. This method helps my child to be more alert, patient and attentive.

Helping My Son With Reading

by Sabrina Smith

I help my son who is in kindergarten with his reading by going in a quiet room with just the two of us. I sit down with him and go over the subject two or three times. He seems to understand better when I go over the same thing two or three times.

I also get him alphabet cards which assist me in helping him. I ask him "What is this letter?" Then I pronounce a word that starts with that letter or say the sound of the letter. He seems to comprehend with this procedure very well. I also teach him how to read by letting him tell me what letters are in the word and then say the word by putting all the letters together. Then I will show him different pictures of the word.

When My Daughter Was In Pre-School

by Nancy Fenton

When my daughter was in pre-school we would look at books and I would read them to her and point out different things and she would tell me what they were. Pretty soon she could read the words herself.

When I taught my daughter to write it was a little more difficult. We would sit and keep printing the same letters and numbers over and over again until she was able to write them herself.

I think it was fun to teach her to read and write. First of all I'm glad I wasn't working at the time so I could spend time with her. I think it is important for parents to take interest in their children's homework and schoolwork. I also think the children like to know that their parents care about what they do.

The Best Influence on Children

by Denise Redman

It's hard to say who has the best influence on children, because every family is different. In my family my mother is and always has been wonderful with children. No matter what I did as a child, she was good to me. She never let me down.

My mother is raising my niece, Crystal. Crystal turned two on December second. Before she was born the doctors told my sister Tammy that Crystal was going to be deformed (deaf, one leg shorter than the other, etc.) when she was born. We were all scared when she went into labor. My mother was so strong, but she was also scared deep down. Crystal was born just fine.

Today Crystal has a mind of a three year old, if not older. She can talk better than her four year old brother. My mother took the time to give Crystal the time and attention she needed. She bought Crystal toys that would educate her. She got alphabet blocks, books with colors, numbers and the alphabet in them. My mother taught her a name or word for each letter of the alphabet. She took the time to make learning fun for Crystal. I can't believe half the stuff Crystal knows. Don't misunderstand me. Crystal's a spoiled brat. She's bad like any two year old.

My point is some people (mothers, friends, teachers, etc.) are all different with different problems and different ways. A good parent has to have patience to handle a child because children also have different ways.

Teaching Math: Parents Share Their Stories

In the following stories adult students tell about activities they have done to help their own children learn math. After the stories, there are discussion questions and more ideas and activities to help your child understand and enjoy math.

.....

Teaching My 2 Year Old to Count

by Nancy Fenton

When my daughter was about 2 or 3 years old I started to teach her to count. While she was playing I would sit on the floor with her and use her little toy people to count with. I would line three toys up and we would count, "One, two, three toys." To teach subtraction, I would take away one toy and we would count, "One, two" and that would be her answer. You have to remember that when you're trying to teach a child to do things, it has to be on their level. You have to work with things that are familiar to them.

The Best Way To Teach Children Arithmetic

by Deanna Evans

I think the best way to teach children arithmetic is to make a game out of it. When I was little my mother taught me how to count by using cookies. Whenever I would guess how many cookies there were, I'd get to eat one. It would be like a game, but at the same time I was learning how to count.

As children get older they start losing interest in the games and can lose interest in learning. When I was in Jr. High School I played on the softball team. While on the team I had to keep a C average in most subjects and was allowed a D in only one class. I think that having to have good grades to stay on the team gave me an incentive to want to learn. Playing softball was something I liked to do. If I wasn't on the team, I don't think I would have kept my grades up as well as I did. So I think that if kids have a reason to learn, most of them will.

Problems with the Five Times Tables

by Gwen Millbourne

My son Andre's elementary years were very memorable years. I can remember one incident where he was having problems with the five times tables. Boy, I tried everything, flash cards, the "5,10,15,20 Song", everything. Until one day my mother remembered the nickels I had been saving in a jar.

I poured all the nickels on the table and I set a designated number to count to. Say I wanted him to count to 50. I would ask him to count the nickels to figure out how much money there was. If he did so successfully by fives using the nickels, he was allowed to keep all ten nickels because he knew that 5 x 10 nickels equal 50.

It worked out just fine since Andre loved money and his reward was all that he counted correctly he was allowed to keep.' In no time at all my son had the 5 times tables down to a science. Since this method worked out so well, I used pennies, dimes and quarters for the other times tables. Andre would even ask, "Mommy, can we do times tables?" He loved it!

Now he's in the tenth grade and math is his favorite subject. He teaches me!

Problems With Math

by Joanne Campanaro

My daughter Dana has had problems with math. It just seems difficult for her to understand. If she is doing problems with addition, subtraction, multiplication or division, we use toothpicks to help solve the problem. If we have a problem which is 10 ÷ 6, we make a group of ten toothpicks and a group of six toothpicks and count them. This method seems easy for her to understand and can be used for each math operation.

She also had a hard time with fractions. I would tell her to think of a pizza pie or a big delicious cake with chocolate icing. She would draw a big circle on a piece of paper and cut the circle in pieces. For example if she had the problem 4/4 - 1/4, I would say, "cut the circle in 4 parts and take 1 part away. Now, how many are left?"

See also other LSH curriculum:

Playing It Safe: Writings and Lessons About AIDS

Lessons From Our Past: A Multicultural Approach to Recent American History

The Shelter and Beyond: Homeless Adults Share Stories of Hope and Courage

Women in the Community

Learning for Earning

Writing Instruction:

Integrating Reading and Writing in the Classroom

Daryl Gordon

Teacher and Curriculum Developer

LSH Women's Program

Discussion Questions

Past Experiences with Writing

1. What do you remember about writing in school? Did you enoy it? Why or why not?

2. What topics did you write about when you were in school?

3. Who read your writing? What kind of comments did you receive about your writing?

4. How did you feel about the comments you received about your writing?

5. Did you ever write with a partner in class? What was that experience like?

6. What experiences did you have with writing that was <u>not</u> for school?

Reflections on Writing:
Student Writings and Quotations

In school writing was not very interesting. Basically it was just about your spelling and about topics you didn't like. All I really remember is that it wasn't very interesting. I liked to dream more than write in school.

***** ***** *****

They had us writing letters. You had to write to.... I forget who.

***** ***** *****

I just remember the red pencil! The red pencil - "you need more work with spelling or punctuation." (The teacher would say) you need more work in your sentences, but what's wrong with it, though?

***** ***** *****

People laughed. We had this one teacher, he would take and run off copies of everybody's thing.... You had twenty, twenty-five copies of papers ... and you had to get up there and read it. While you were reading, everybody else is looking at your paper telling you what you had wrong on it and you coulda done it better. It was crazy.

***** ***** *****

Writing in school was ok with me. I liked it, especially when it was creative writing. I really was good at that. I would pick a topic I felt comfortable with and begin to let my mind take over. The teacher would let the other classmates check the paper before he did to get their opinion. At the end of class he would give us a sentence or two about the writing. Then he'd give us our grade. While he was doing this we had free time until he was finished. If we wanted to, we would read our paper out loud or let him do it.

What Makes Writing Good?
Responses from Adult Learners

(DRC class)

Honesty
Reality
Specific Examples
To the Point
Organization
Clear (easy to understand)
Beginning tells you what you'll read about
Good Beginning and Ending

Imagination
Expression
Facts
Interesting Topic
Suspense

(GWEP class)

1. Ideas are organized.
   - Ideas that are the same go together.
   - The order of the ideas makes sense.

2. There is a clear main point and it stands out.
   - Make your main point "meaty" or meaningful.
   - Write about something you know.
   - If you were given a question, answer it!

3. Topics should support the main point.
   - Supporting ideas stick to the main theme.
   - Use explanations, examples, and details.

4. Paragraphs
   - Use new paragraphs for new subjects.
   - Indent new paragraphs.
   - Use transitions to move smoothly from one paragraph to another.

5. Spelling, punctuation, and verb tenses are correct.

6. Your essay should be interesting.
   - Use action verbs and descriptive phrases.

This is my life

List ten words that describe you:

1. _____ 6. _____
2. _____ 7. _____
3. _____ 8. _____
4. _____ 9. _____
5. _____ 10. _____

Words that describe your family:

1. _____ 6. _____
2. _____ 7. _____
3. _____ 8. _____
4. _____ 9. _____
5. _____ 10. _____

Qualities you respect and admire in others:

1. _____ 3. _____
2. _____ 4. _____

Your own admirable qualities:

1. _____ 3. _____
2. _____ 4. _____

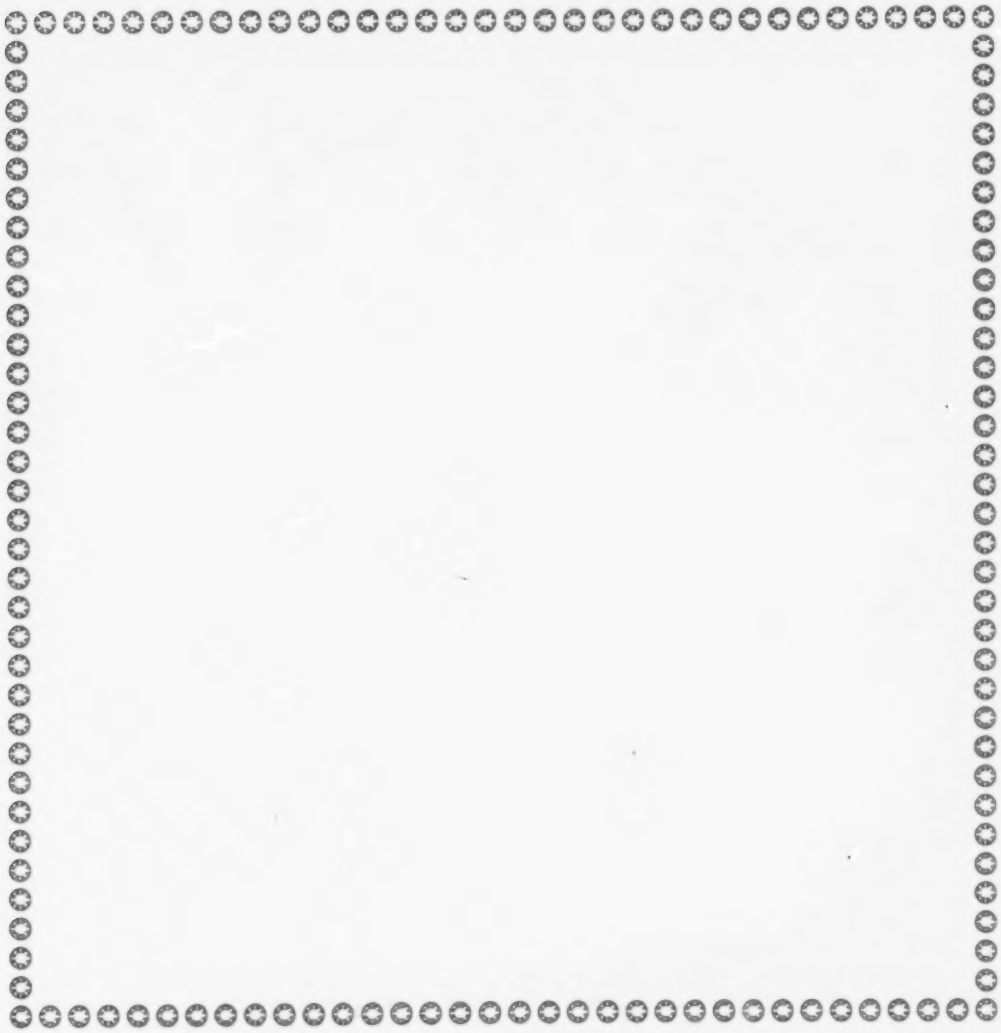
Words that would describe you 20 years from now:

1. _____ 3. _____
2. _____ 4. _____

I am Gifted, Creative, & Talented

The Lottery

You have won the lottery for $1 million. What will you do with this money? Draw pictures about how you will spend your lottery money.



WRITE ABOUT YOUR DRAWING

I will spend my lottery money on _____

_____

_____

_____

_____

Share your drawing and sentences with your classmates. Tell more about how you will spend your lottery prize.

DRAWING OUT © 1992 by Prentice-Hall, Inc
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INTERVIEW!

Sit down with a partner. Ask your partner the questions and listen carefully. Write your partner's answers on the lines. Your partner will question you the same way and write your answers. If you forget what your partner said, it is okay to ask again! When you are finished, sit down in groups of four. Tell the other group members four things you learned about your partner. Trade papers with your partner after the group work.

1. Have you ever bought a lottery ticket? If **not**, why not? Give three reasons.

   _____

   _____

   _____

2. How often do you buy lottery tickets?

   _____

3. Have you ever won any money playing the lottery?

   _____

4. Is there a national lottery in your native country?

   _____

5. What is **good** about a national lottery?

   _____

   _____

6. What is **not so good** about a national lottery?

   _____

   _____

7. Do you know anyone personally who has won a lot of money in the lottery?

   _____

8. Do other people in your family play the lottery?

   _____

9. Where is a good place to buy lottery tickets in this town?

   _____

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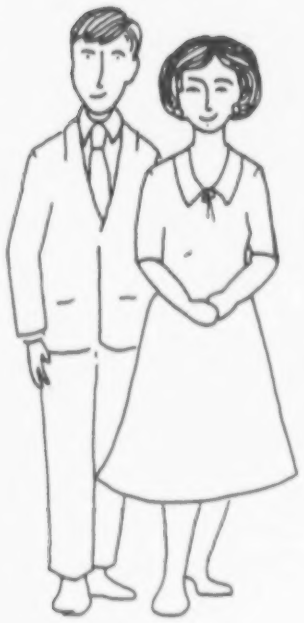
Wedding Bells

Directions: Look at the two people in the picture below. They are going to get married next week. With your group, think of at least 10 possible reasons for these people to get married. Appoint a secretary to write your group's reasons on the lines provided. The group with the greatest number of reasons wins.

Picture A



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____

Continued

Wedding Bells Continued

Directions: Look at the two people in the picture below. They are married, but they are not very happy right now. With your group, think of at least 10 possible reasons why these people are fighting. Appoint a secretary to write your group's reasons on the lines provided. The group with the greatest number of reasons wins.

Picture B

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____

5–I In the center circle below, write the name of the town or city where you are living now.

For about five minutes, write all the ideas and words that come into your head as you think about this town or city. Include the names of people and places if you like. Circle the words as you write them, and draw arrows to connect them. Add the circles that you need.

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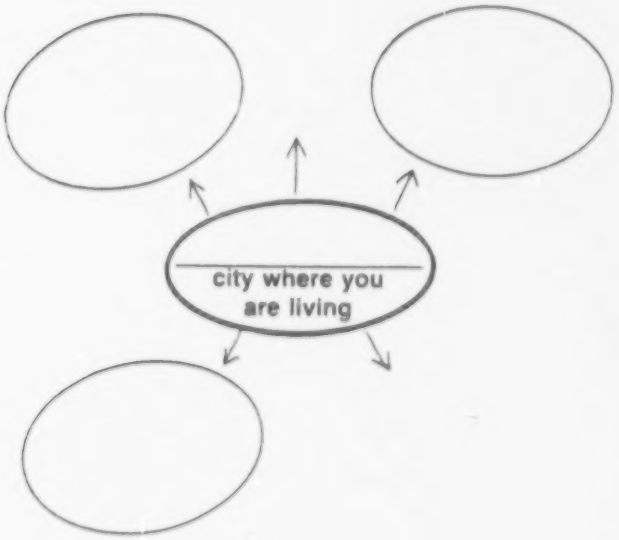
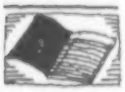


Work with a partner. Compare your clusters. Your instructor may ask you to put some of your ideas on the board.

Take a blank sheet of paper. Make a cluster for *your* hometown, the town where you were born or grew up. After several minutes, talk with a partner about your ideas.

Writing Workout

STRETCHING OUT: Journals



5–J Choose a topic and write in your journal.

1. In 5-I, you made a cluster for your hometown. Now write about your hometown, using some of the ideas from your cluster. You can write about a special place there or about the people, climate, geography, or tourist attractions. Remember to start with a topic sentence.

2. Draw a map of your home country. Show where the important places are. Write a letter to a student in your class and/or to your instructor about the things to do and see in these places. Be sure to mention your favorite place(s)!

3. Look at the pictures in 5-A. Is there one picture or place that you especially like? Why? What does the picture make you think of? How does it make you feel? What can you do in this place?

4. Write about one of your favorite places in the United States. Tell why you like it so much.

Writing Workout

Writing Workshop:
Questions for Responding to Writings

1. What is the piece about? Does the writer stick to the topic?

2. What's your favorite line? Why?

3. What do you think of the title? If the author doesn't have a title, think of one that would fit the piece.

4. What do you want to know more about? What do you need more details about? What isn't clear?

5. What do you think of the first line? Is it interesting? Does it make you want to find out more about the piece?

6. What do you think of the last line? Is it a good ending for this writing? Does it "wrap up" the piece?

Add the Periods

In this selection, I have left out the periods. Work with your group to put them where they belong. Remember, a period goes at the end of a sentence. It completes the thought and signals a stop in the reading. When you use a period to end one sentence, use a capital letter to begin the next sentence. Also, capitalize names of cities, states, countries, and people.

the killer bees are coming nothing has been done to stop them by the time you read this they will have reached brownsville texas by the mid-1990s the killer bees will have reached all the warmer regions of the united states scientists and farmers alike await their arrival with a mixture of fear and wonder

the killer bees should not be coming at all nature did not put them on this direct path for the united states human beings did the killer bees are from africa and are not native to the americas but in 1957 a scientist from brazil imported some of these killer bees for a breeding experiment

the goal was to produce a better bee the better bee would make more honey and pollinate more crops an accident however soon spread panic throughout brazil a guest beekeeper let twenty-six of the queen bees escape by mistake he did not know the danger presented by the african bees soon swarms of killer bees took off for the woods

ADD THE PUNCTUATION

In this selection, I have left out the commas and periods. See if you can put them where they belong. Remember, a period goes only at the end of a sentence. It completes the thought, and signals a stop in the reading. A comma, on the other hand, is used when you want the reader to pause for breath. Where you use periods to end one sentence, remember to use a capital letter to begin the next sentence.

Montreal is a very large city but like all large cities it has some very small streets streets for instance like Prince Edward Street which is only four blocks long no one knew Prince Edward Street as well as Pierre Dupin did for thirty years now Pierre has delivered milk to the families on the street

During the past fifteen years the horse which pulled the milk wagon used by Pierre was a large white horse named Joseph in Montreal especially in the part which is very French animals like children are often given the names of saints when the big white horse first came to the Provincale Milk Company he didn't have a name they told Pierre that he could use the white horse Pierre stroked the horse's neck he looked into the eyes of the horse

"This is a kind horse" said Pierre "he is a gentle and a faithful horse I can see a beautiful spirit shining out of the eyes of this horse I will name him after good St. Joseph he was also kind and gentle and faithful and had a beautiful spirit"

In less than a year Joseph knew the milk route as well as Pierre Pierre used to boast that he didn't need reins he said he never touched them each morning Pierre arrived at the stables of the Provincale Milk Company at five o'clock the wagon would be loaded Joseph would be hitched to it Pierre would call "good day old friend" as he climbed into the seat Joseph would turn his head and the other drivers would laugh and say that the horse was smiling at Pierre then Jacques the foreman would say "all right Pierre go on" Pierre would call softly to Joseph 'forward my friend" then the two of them would march proudly down the street

PARAGRAPHING

In the following passage, the paragraphs have been removed. Make a mark where you think a new paragraph should begin. Remember, a new paragraph should start where the author has changed the subject (could be a switch in person, place, time). There are MANY "right" ways to organize this. For what it's worth, the author divided this section into seven paragraphs.

JOURNEY OUT OF SILENCE

My Cub Scout troop had a softball team and I was its mascot. My job was to heckle the other teams when they were up to bat. It made sense to me. Suppose you were an eight-year-old kid and heard this bullmoose yell behind you. Wouldn't that throw your concentration off the ball? But unfortunately sometimes my teammates would lose their concentration as well. At the time I thought I was being invaluable to the team. My dad was the coach and he hauled the team in his white pickup truck. Of course, I had to go to the games with my team. So Dad lifted the wheelchair and me into the back of our truck and told the guys to hold onto me. I was never a sports fan outside of rooting for my Cub Scout team, which was the only thing that made me abnormal to my family who were avid sports fans. I never was contented to sit and watch other guys do things, especially when I had no means of participating. That's why my parents made me think I was contributing to the team by heckling our opponents. Who knows? Maybe I did. For one project, our troop put on a skit for the pack meeting. The plot was a simple one. A dragon was terrorizing a village. A brave knight fought a deadly duel with the dragon and eventually the dragon was stabbed, went up in a puff of smoke, and was replaced by a beautiful princess who presumably married the brave young knight.I was the evil dragon. My mask was a bucket with the bottom cut out of it. With Uncle Alan's help and imagination, I used green egg cartons for the eyes. We covered the outside of the bucket with black crepe paper and the inside with yellow paper for the fire. We even gave the dragon a red forked tongue. We were that technical. I even had a speaking part for the skit. When the narrator said, "And the dragon roared," I let out a yell. We practiced that line many times because when a person with cerebral palsy wants to do something, he can't and when he wants not to do something, he involuntarily does it. So getting my vocal cords to cooperate with the cue was as hard as memorizing a Shakespearian play. But after weeks of practice I growled right on cue. More importantly, my costume won first prize in the audience applause for best costume. My prize was an orange with a quarter attached and a handshake from the scout master. I also remember my grandmas and how each in their own way tried to treat me as they would any other grandchild. Although their approaches differed I never questioned their love for me.

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2 too	3 Write *to*, *too*, or *two*. a. Grandpa made a one-way trip _____ the graveyard. [Means "toward."] b. Cut my onion pie in _____ . [Means "2."]
3 a. to b. two	4 Write *to*, *too*, or *two*. a. Bill fights in a crouch, so he won't have _____ far _____ fall. b. At midnight Tony is going _____ play _____ pieces on his tuba.
4 a. too, to b. to, two	5 Write *to*, *too*, or *two*. It's _____ bad that a woman may have _____ be _____ times as good as a man _____ win a top job.
5 too to two to	6 QUIZ Write *to*, *too*, or *two*. a. Which word means "2"? _____ b. Which word means "more than enough"? _____ . c. Which word means "toward"? _____ d. Which word means "also"? _____ e. Which word is used before verbs? _____ .
6 a. two b. too c. to d. too e. to	7 Write *to*, *too*, or *two*. Uncle Casper drove _____ fast _____ the beer parlor and hit _____ dogs.
7 too to two	8 Write *to*, *too*, or *two*. Melvin walked _____ miles _____ the river _____ drown himself, then decided that the water was _____ cold.

Math Instruction:

Using Manipulatives for Concrete Understanding

See LSH Teacher Manual:

Math Without Fear: A Concrete Approach to Mathematics

Peg Bernstein

Teacher and Head Tutor Trainer

LSH Women's Program

Critical Thinking and Problem Solving:

Looking at Different Ways of Knowing and Learning

Meg Keeley

Education Coordinator

LSH Women's Program

A FRAMEWORK FOR KNOWING

SILENCE: Absence of Voice

- See authority figures as being all -powerful, if not overpowering.
- Words are perceived as weapons used to separate and diminish.
- Can't see self actively listening or understanding authority.
- Unable to put meaning to words - afraid others won't understand.
- See life in terms of polarities - big/little; good/bad; win/lose.

RECEIVED KNOWLEDGE: Listening to the Voice of Others

- Turn to experts out of need to know how to do something.
- Concrete and dualistic - assume only one correct answer - the authority's.
- Either get the idea right away or don't get at all - don't try to understand or evaluate.
- Think of knowing as repeating back what learned from other - lack confidence to generate own thoughts.
- Intolerant of ambiguity -make literal interpretations - unable to make inferences - need concrete/clarity.

SUBJECTIVE KNOWLEDGE: The Inner Voice

- Truth resides in gut or at the intuitive level- dualistic in belief that all other knowledge is useless.
- Distrust logic, analysis, abstractions, and language.
- Give self equal or more importance than others.
- Sense of self is unclear because previously defined by others - time of groping.

PROCEDURAL KNOWLEDGE: Voice of Reason

- Take on ways to express ideas that are conscious, deliberate, systematic and analytic.
- Knowing requires observation and analysis.
- Emphasis on procedures, skills, and techniques.
- World revealed as more complex - shades of gray.
- Become open to ideas of others - to attend to the work or object as well as inner interpretation.
- Seek connections with others - express empathy and develops procedures to access others' knowledge.

CONSTRUCTED KNOWLEDGE: Integration

- Create own frame.
- Integrate knowledge of others with knowledge of self.
- Show high tolerance for ambiguity and internal contradiction - willing to wait.
- Recognize that all knowledge is constructed and the knower is an intimate part of the known.
- Show sensitivity to the situation and the context.
- Actively reflects on how knowing and action match experience and moral beliefs.

Adapted from Belenky, Clincy, Goldberger, and Tarule (1986)

IMPLICATIONS FOR INSTRUCTION

Silent Voice

- Limited in ability to learn. Information must be presented in modes of:
  - Present - not past or future
  - Actual - not imaginary or metaphorical
  - Concrete - not deduced or induced
  - Specific - not generalized or contextualized
  - Enacted - not values and motives entertained
- Need confirmation of self as knower - trusted to know and learn.
- Need reflection time
- Need for interaction between self and others (whether by reading, listening, speaking, or writing).

Received Knowledge

- Need background of knowledge on which to build foundation for confidence and self-knowledge.
- Need to know that others share their opinions and beliefs.
- Once trust is established, need to explore other ways of thinking and to seek own voice.
- Need to share thinking processes - model for processes.

Subjective Voice

- Need means and time to reflect and gain awareness and appreciation of self and self-knowledge.
- Need to be able to connect knowing with experience and in context, not abstract.
- Need concepts and labels to make sense of experience.
- Need help to articulate and expand on knowledge.

Procedural Knowledge

- Need strategies and techniques for understanding interpreting, and sharing information and ideas with others.
- Need structure and to learn how to develop structues and frames.
- Need to develop interpersonal skills to gain information from and to understand others.
- Need to have opportunities to share with others with similar interests.

Constructed Knowledge

- Need strategies for constructing frames.
- Need to explore and develop creative thinking.
- Need to transfer and elaborate previously learned knowledge and strategies.

Adapted from Belenky, et.al. (1986).

COMPONENTS OF LEARNING STYLE AND PREFERENCES

ENVIRONMENT

- Sound
- Interaction with others
- Music
- Lighting
- Temperature
- Furniture/posture
- Time of day
- Mobility
- Food

STUDY METHODS

- Self paced/directed by other(s)
- Time intervals
- Scheduled/pressure of deadlines/last minute
- Taking notes
- Following instructions
- Original

INTERPERSONAL INFLUENCES

- Being encouraged by others or self-motivated
- Prefer studying alone or with others

MODES PREFERRED

- Visual stimulous
- Auditory stimulous
- Kinesthetic stimulous
- Tactual stimulous

IMPLICATIONS OF LEARNING AND THINKING STYLES TOWARDS INSTRUCTION

- **Style often affects perceived competence.**

- **The instructor's style may not match the style of the learner.**

- **The way a subject is taught may not match the learner's thinking style.**

- **Different materials and subject areas may be taught more effectively in specific styles.**

- **Need to analyze the subject to be taught and choose the most effective mode(s) and techniques of instruction.**

- **Need to make accommodations so that lessons address styles and preferences of learners:**

    - Work alone/in groups
    - Global/Local
    - Auditory/Visual/Kinesthetic/Tactile
    - Analyitical/Creative
    - Task Oriented/People Oriented
    - Mobility/Environment/Time/Posture

METACOGNITION

Self-Knowledge:

- Recognizing one's strengths and weaknesses as a learner and thinker.
- Recognizing one's responsibilities and power in learning and thinking processes.

Task-Knowledge:

- Knowing strategies and why they work.
- The ability to match the appropriate strategy with a task.
- Having a purpose, a plan for action, and ways to assess progress.
- Knowing when and how to revise processes when necessary.

Self-Monitoring:

- Being aware whether one has or has not understood the task.
- Knowing what strategies to apply when failing to understand.

SELF-MONITORING QUESTIONS

Task Analysis and Planning

- What is the task or problem?
- What am I trying to accomplish?
- What do I already know about this?
- What more do I need to know?
- How much time do I have?
- What should I do first? - second?

Monitoring Progress

- Am I doing what I'm supposed to be doing?
- What is my level of understanding?
- What is the next step?
- Does this strategy seem to be working?
- What are some other strategies I could use?
- Have I made any mistakes?
- Am I reaching my goal?

Evaluating Performance

- Have I finished?
- Did I do what I was supposed to do?
- Did I reach my goal?
- Did I use my time well?
- What did I learn from this?
- How could I do better next time?

From a list of Self-Cueing Questions developed by the Maryland Dept. of Education

TECHNIQUES FOR DEVELOPING THINKING SKILLS

1. **Build on common background experience whenever possible to help learners make connections between new learning and what is already known.**

2. **Use questions to help learners to make connections and to develop thinking skills.**

    - Eliciting background information
    - Setting a purpose for reading/task
    - Metacognition
    - Deeper levels of processing information
    - Reflection
    - Applying information/transfer
    - Assessment

3. **Use graphic organizers to help learners structure thinking and as aid to memory.**

4. **Allow time for learners to reflect and to think about what is being learned and to answer questions.**

5. **Allow learners an opportunity to communicate and share information and thinking strategies.**

6. **Provide ample opportunitie to practice new skills both as group and individually until skill or new learning is mastered.**

7. **Allow learners to return to texts and other resources to get answers.**

DEVELOPING QUESTIONS THAT CALL ON DIFFERENT LEVELS OF THINKING

Knowledge
- Recalling facts or observation
  Who...What...When...Where...Why...? Define...

Comprehension
- Giving descriptions
  Describe...What is the main idea...? How are...?

Application
- Applying techniques
  If...then? What is..?

Analysis
- Identifying motives or causes
  Why...?
- Making inferences
  What can you conclude...?
- Finding evidence to support generalizations
  What evidence can you find to support...?

Synthesis
- Solving problems
  Can you think of...? How will we solve...?
- Making predictions
  What will happen...?
- Producing original communications
  How can we improve...?

Evaluation
- Giving opinions about issues
  Do you agree...? Do you believe...? What is your opinion...?
- Judging the validity of ideas
  Do you think...? Why...?
- Judging the quality of art and other products
  Would it be better if...?
- Justifying opinions and ideas
  Which ...did you like? Why?

THINKING AND PROBLEM SOLVING SKILLS

IDENTIFY THE PROBLEM

Determine the purpose of the task and/or problem to be solved through analysis of material. If appropriate, analyze probable cause.

DETERMINE NEEDS TO ACCOMPLISH THE TASK

Determine materials, personnel, knowledge/strategies necessary towards accomplishing the task. Develop criteria for accomplishing the task.

CONSIDER/EVALUATE POSSIBLE SOLUTIONS

Through brainstorming and/or collection of data, propose possible solutions and predict through logic, possible results. Evaluate which approach might best meet the purpose of the task in relation to established criteria.

FORMULATE AND REACH LOGICAL SOLUTION

Through application of the above and evaluation in terms of criteria, relevancy/reliability of data, comparative merit of alternative solutions and their possible outcome, select a course of action which seems to best meet the purpose of the task.

ADJUST TO SITUATION/ENVIRONMENT

Given a similar task or a change in situation, transfer knowledge to a new context. Given changes in the environment, purpose of task, or situational problems, develop and apply alternative solutions after going through processes described above.

APPLY ESTABLISHED RULES AND FACTS

Given established rules and facts, apply them to the problem solving process.

From: Naumer, W. Strategies for Problem Solving. Illinois State Board of Education, 1986.

DECISION-MAKING MODEL

Problem	Goals

Alternatives	Pros ⊕ & Cons ⊖
	⊕
	⊖
	⊕
	⊖
	⊕
	⊖
	⊕
	⊖

Decision(s)	Reason(s)

Basic Skill Requirements in the Workplace

Meg Keeley

Education Coordinator

LSH Women's Program

APPLICATIONS OF READING SKILLS FOUND IN THE WORKPLACE

Vocabulary:
- Recognizing common words and meanings, task-related words with technical meanings, and meanings of common abbreviations and acronyms.

Literal Comprehension:
- Identifying factual details and specifications within text, following sequential directions to complete task, and determining the main idea of a paragraph or section.

Locating Information Within a Text:
- Using table of contents, index, appendices, glossary, systems or subsystems.
- Locating pages, titles, paragraphs, figures, or charts needed to answer questions or solve problems.
- Skimming or scanning to determine whether or not text contains relevant information.
- Cross-referencing within and across source materials to select information to perform a routine.
- Using a completed form to locate information to complete a task.

Comparing and Contrasting:
- Combining information from multiple sources that contribute to the completion of a task.
- Selecting parts of text or visual materials to complete a task.
- Identifying similarities and differences in objects.
- Determining the presence of a defect or extent of damage.
- Classifying or matching objects by color, size, or significant marking.
- Distinguishing between relevant and irrelevant information in text or visuals.

Recognizing Cause and Effect; Predicting Outcomes:
- Using common knowledge for safety.
- Applying preventative measures prior to task to minimize problems.
- Selecting appropriate course of action in emergency.

Using Charts, Diagrams, Schematics:
- Reading two-or more column charts to obtain information.
- Locating chart information at intersections of rows and columns.
- Cross-referencing charted material with text.
- Applying information from tables or graphs to locate malfunction or select actions.
- Using flow charts and organizational charts to sequence events, arrive at a decision, or problem solve.
- Identifying components within a schematic.
- Isolating problem components in schematics, tracing to cause of problem, and interpreting symbols.
- Identifying details, labels, numbers, parts of an illustration, parts from a key or legend.
- Following sequenced illustrations as a guide.
- Interpreting three dimensional drawings of objects for assembly or disassembly.

Inferential Comprehension:
- Determining meaning of figurative, idiomatic, or technical usage of terms, using context clues as reference.
- Making inferences from text; organizing information from multiple sources into a series; interpreting codes and symbols.

(Philippi, J.W. 1988 Matching Literacy to Job Training: Some Applications from Military Programs. Journal of Reading, Vol. 31, No. 7, pp. 658-666. Newark, DE: International Reading Association.

APPLICATIONS OF WRITING SKILLS FOUND IN THE WORKPLACE

Production:
- Writing key technical words accurately on forms
- Spelling task-related words and abbreviations correctly.

Information Transfer (Single Step/Source):
- Entering appropriate information onto a form.
- Recording essential information that involves more than one sentence.
- Recording essential information in phrases or simple sentence form accurately and precisely.

Information Transfer (Multiple Steps/Sources):
- Transferring numbers, codes, dates, figures from equipment or written sources onto appropriate sections of forms.
- Writing a report including necessary support documentation or classification.

Translation:
- Writing brief, descriptive accounts of activities or transactions performed.
- Outlining a situation by identifying key ideas and supporting details.
- Summarizing essential details for a written communication, using a problem-solving or news-writing heuristic.
- Selecting relevant details for a written communication.
- Stating general impressions of an event or situations as they relate to specific reporting goals.
- Summarizing events and precise dialogue in an accurate, complete, and objective manner.
- Summarizing the major points presented in a written communication.
- Generating a written communication according to a specific format (e.g., memorandum, telex, or letter).

Extension/Interpretation:
- Identifying objectives, intent, target audience, and all essential and supporting details of a written communication.
- Generating a written communication, arranging events sequentially.
- Writing brief justifications for actions taken and providing good reasons for rejecting alternative actions.
- Appraising a written communication and making adjustments to improve clarity.

(Compiled from studies by Mikulecky, 1982; Mikulecky, Ehlinger, and Meenan, 1987; U.S. Army, 1988; Philippi, 1988. Source: Philippi, J.W. 1989 Basic Skills in the Workplace, in Nadler, L. and Nadler, Z., eds., Handbook for Human Resource Development, Second Ed., College Park MD: J. Wiley & Sons)

APPLICATIONS OF COMPUTATION AND PROBLEM-SOLVING SKILLS IN THE WORKPLACE

Whole Numbers:
- Read, write, and count single and multiple digit whole numbers.
- Add, subtract, multiply, and divide single and multiple digit numbers.
- * Use addition, subtraction, multiplication, and division to solve problems with single and multiple digit whole numbers.
- * Round off single and multiple digit numbers.

Fractions:
- Read and write common fractions.
- Add, subtract, multiply, and divide common fractions.
- * Solve problems with common fractions.

Decimals:
- Carry out arithmetic computations involving dollars and cents.
- Read and write decimals in one and more places.
- * Round off decimals in one and more places.
- Add, Subtract, multiply and divide decimals in one and more places.
- * Solve problems with decimals in one and more places.

Percents:
- Read, write, and compute percents.

Mixed Operations:
- * Convert fractions to decimals, percents to fractions, fractions to percents, percents to decimals, common fractions or mixed numbers to decimal fractions, and decimal fractions to common fractions or mixed numbers.
- * Solve problems by selecting and using correct order of operations.
- Perform written calculations quickly.
- Compute averages.

Measurements and Calculation:
- * Read numbers or symbols from time, weight, distance, and volume measuring scales.
- * Use a measuring device to determine an object's weight, distance, or volume in standard (English) units or metric units.
- * Perform basic metric conversions involving weight, distance, and volume.
- * Use a calculator to perform basic arithmetic operations to solve problems.

Estimations:
- * Determine if a solution to a mathematical problem is reasonable

(* indicates skills directly involved with using problem-solving strategies or interpretation.)

(Compiled from studies by Greenan, 1984; Philippi, 1988. Source: Philippi, J.W. 1988. Job Literacy: Computation and Problem Solving. Report for U.W. Department of Labor and American Society for Training and Development. Alexandria, VA: ASTD.

DEVELOPING MODELS FOR INSTRUCTION

Job Simulations

Pose situations on the job with accompanying literacy tasks using materials actually used on the job.

Skill Development

Instruction and practice in specific skills which have proven to be problematic in job simulation exercises and / or on the job.

Information Sheets

Provide background information which can be applied towards understanding and completing job tasks.

Group Communication and Problem Solving Simulations

Pose problems which may come up on the job and provide opportunities to develop skills in communication, metacognition, and problem solving.

Strategy Instruction

Provide instruction and practice in strategies which can be applied to reading, communicating and solving problems on the job. Help learners to see the direct relationship between instruction and job performance.

TECHNIQUES FOR DIRECT INSTRUCTION

Awareness

Demonstration or activity carried out by instructor or students to enhance awareness of what skills they are learning and why, when, and how to use them. Helps learners develop a "schema" for analysis of and for finding solutions to problems.

Modeling

Instructor demonstrates and explains how to complete a task or use a skill while describing the strategies and concepts being applied to carry out that task.

Guided Practice

Practicing or processing new skills and concepts with assistance and further modeling as needed. When done in groups, allows learners to reflect on strategies and concepts they are using. Schema is also enhanced and students gain appreciation and understanding of the ways others think and solve problems. Social / communications skills are also reinforced through cooperative efforts.

Application /Independent Practice

Opportunity is given for independent practice and demonstration of applications of skills in the context of job tasks.

Closure/Transfer of Skills

Learners are given opportunities to identify ways they can apply skills and strategies in a variety of contexts (job-related or other applications). The more they "see" opportunities for applying new skills, the greater the likelihood that they will be applied to other situations or be "portable".

HOSPITAL TRAY SERVICE WORKER

The tray service worker makes sure that patients get the foods they need to regain their health. Workers stand in an assembly line and place food on trays according to the special diets of patients. Supervisors check to see that the correct foods are on each tray and that foods are served at the right temperature and look attractive.

This module will help you become familiar with the materials you will need to read as a tray service worker. You will also practice the math, communication, and problem solving skills needed for this job. These skills will be useful to you both at work and during your everyday life.

VOCABULARY: Hospital Diet Terms

Diet is an important part of each patient's health care. The terms listed below describe different kinds of diets. It is important to be familiar with these terms. They indicate which foods patients may eat, depending on their medical condition. A mistake in the food placed on a patient's tray could seriously affect his or her health. Therefore, you must be very accurate in tray and food preparation. The following list includes some of the types of diets you should know.

As you learn new vocabulary, you should always ***use what you already know about a subject to help you connect meaning to words.***

Use what you already know about food, diets, and medical terms to help you connect meaning to these terms.

Regular Diet: A diet of balanced meals made up of regular foods for patients who do not need to be on a special diet.

Sodium Restricted: People with conditions such as high blood pressure or heart disease can have only limited amounts of salt or sodium. Sodium causes the body to hold water.

Soft: Foods on this diet are pureed or made soft for people who can't chew their food or have problems with digestion.

Bland: Foods prepared without spices for people who are having stomach or digestive problems.

Fiber Restricted: Certain parts of fruits, vegetables, and grains act like sandpaper in the intestines. Fiber can cause pain to persons with cancer or open sores in the digestive tract.

Residue Restricted: Like soft and fiber restricted diets, this diet omits foods that leave residue or small particles in the intestines after digestion.

Fat Restricted: Fats must be cut back when the body is not able to break down fats easily or when a person has heart disease. This means that many foods such as milk, fatty meats, and bakery products must be left out of the diet. You must also control the way foods are prepared (fried foods in oil).

Cholesterol: a substance found in animal fats, can build up in the blood vessels and limit blood flow through the body.

VOCABULARY ACTIVITY

I. Using the diet information sheets, match the diet terms with the medical information below:

1. _____ high calorie	a. kidney conditions
2. _____ sodium	b. balance with insulin
3. _____ soft	c. liquids with protein
4. _____ bland	d. restricted salt
5. _____ residue restricted	e. won't leave particles
6. _____ renal	f. used for constipation
7. _____ high protein	g. build body tissue
8 _____ full liquid	h. gain weight, build up strength
9. _____ fat restricted	i. chewing or swallowing problems
10. _____ calorie controlled	j. no spicy or strong flavors
11. _____ diabetic	k. helps in weight reduction
12. _____ high fiber	l. controls cholesterol

II. Evaluate each of the statements below as true or false. (T/F) You may refer to your fact sheet on diet terms, but you will also use a technique called

☞ ***inferencing or "reading between the lines"*** to determine the answers. (In other words, you will combine what you have read and you think the author meant with what you know from your experience.)

_____ 1. When a person has had dental surgery, he could choke on solid foods.

_____ 2. Patients who have stomach cancer or open sores in their intestines should be on a high fiber diet.

_____ 3. Foods high in cholesterol can contribute towards heart disease.

_____ 4. High amounts of sodium can help a person to lose water.

JUST FOR FUN: Using a Calorie Chart

1. You have just returned home from the hospital. You are on a restricted calorie diet. The doctor gave you a calorie chart to help you plan your meals. If you eat the following foods, will you go over your 1,500 calorie diet?

Food:	**Calories:**
Breakfast	
2 doughnuts	_____
coke	_____
total	_____
Lunch	
hamburger	_____
french fries	_____
chocolate cake	_____
vanilla shake	_____
total	_____
Dinner	
veal cutlet	_____
carrots	_____
french fries	_____
2 scoops of ice cream	_____
total _____	
Total calories for whole day:	_____

2. What is wrong with this diet? _____

_____

3. Make up a new diet that will limit your calories to 1,500 per day and include foods that will keep you healthy. Use the back of this page.

4. What else can you do to keep your weight down and stay healthy?

READING MENUS AND SPREADSHEETS

Before reading any new material, you should always ***set a purpose for reading.***

What question might you ask about working on the tray line that would help you focus on the task of reading menus or spreadsheets?

In reading menus and spreadsheets, you will be using the following strategies and techniques:

Scanning: When you scan for information, you don't have to read every word. You only have to look for the terms you need to identify the kind of food you should select for the patient's tray.

Categorizing: A way that the information on both the menu and spreadsheet have been organized is by categories.

As a food service worker, you should be familiar with these different categories. They will help you to locate the information you need.

Meals: Breakfast, Lunch, Dinner, Snacks

Diet: You'll recognize the diet categories from our previous lesson.

Food Groups: Fruits, juices, and vegetables; breads and cereals; and meats, fish and poultry... Can you find any other food category on your menu samples or spread sheets?

Comparison and contrast: In order to choose the right food for each patient, you will need to ***compare*** the information on the menu with the information on the spreadsheet. If there is a ***contrast*** between this information or with what you know about diets, you may need to make adjustments or corrections.

PROBLEM SOLVING

1. Mr. Arnold is on a residue restricted diet. Can he have creamed spinach?

_____

2. Mr. Jones is on a bland diet. Can he have hot chocolate? _____

3. One of your responsibilities on the tray line is to get the fruits and juices out of the refrigerator for breakfast. How will you know what to have ready before the tray line starts?

_____

_____

4. What will you do if there isn't enough of a certain kind of fruit or juice?

_____

5. Your supervisor has informed you that you have run out of cream of wheat and are to substitute with oatmeal. Are there any diets that you can not make this substitution for? Where will you find this information? What will you do, instead?

_____

_____

6. When does it matter whether you put a whole or half bagel on someone's tray?

_____

_____

CUTTING PORTIONS FROM DIFFERENT PAN SIZES

Using the sheet entitled "Portion Control Aids", determine how many portions you will get from each of the pan sizes listed below if you cut the number of pieces indicated on the chart (table). You will be using the math concept of area. (***Area = Width x Length.***)

3x5 = _____

4x6 = _____

5x7 = _____

What size will each piece be in the following pans?

Hint: If the area is _____, what will the size of_____ pieces be? (Do you know how to divide fractions by whole numbers?)

a. If the pan is 9x13 and you are to cut 5 pieces across and 3 down?

b. If the pan is 10x16 and you are to cut 6 pieces across and 4 down?

PORTION CONTROL

Portion control is necessary to insure that patients receive the correct amounts of nutrients. It is also necessary to prevent running out of food during the serving period. Using the attached chart, answer the questions below.

1. What is the capacity of a full pan? _____

2. How many 4 oz. servings can be gotten from a 1/2 pan? _____

3. How many 6 oz servings can be gotten from 1/3 pan? _____

4. How many 8 oz. servings can you get from 1/6 pan? _____

5. Ifyou need 50 3 oz. servings of cake, which sized pan should you use? _____

6. How many full pans of lasagne will you use if you need 500 8 oz. servings? _____

7. If you need twenty 2 1/2 oz. servings, what sized pan will you need? _____

8. If you need 10, 8 oz. servings, what sized pan will you need? _____

9. How many 1/2 pans of mashed potatoes will you need for 250 3 oz servings? _____

10. When do you think it's better to use a lot of small pans instead of one or two large pans?

Teacher Self-Evaluation and Informal Assessment of Learning in the Classroom

Mary Taylor

Teacher Supervisor

LSH Women's Program

TEACHER SELF EVALUATION

Answer the following questions as completely and as honestly as possible. If more space is needed use the back of this sheet. Remember to number your responses on the back page.

1) I feel my class has been successful when_____

2) What frustrates me most about teaching is_____

3) My most productive activity _____

4) I feel I'm meeting my students needs in the following way(s):_____

5) I feel I'm not meeting my students needs in the following way(s):__

6) I need to work on_____

7) The feedback I get from my students is _____

_____

_____

_____

8) Something I've changed in my teaching is_____

_____

_____

_____

9) The word I would use to describe my class(es) _____

_____

_____

_____

10) I could do a better job if_____

_____

_____

_____

11) I wish someone had told me_____

_____

_____

_____

12) I know that my students are learning when _____

_____

_____

_____

Teacher Evaluation

Name: _____

Period Covered by Evaluation: From _____ To _____

Supervisor: _____

Definition of Evaluation Levels:

Excellent:	Performance far exceed what is normally expected. e.g., consitently evidences initiative, is a self-starter, and enerally anticipates and plans for positive results without direction.
Very Good:	Performance exceeds what is normally expected of an individual. e.g. generally evidences self-motivation tendencies and accomplishes tasks within scope of responsibilities assigned to her.
Good:	Performance is good. e.g., assigned duties are completed on time and in the proper fashion. Is willing to learn new skills to improve work performance or to assume new teaching responsibilities.
Satisfactory:	Performance meets basic expectations for assigned responsibilities.
Improvement Needed:	Performance does not always meet minimum requirements. e.g., requires more than normal supervision and follow-up.
Unsatisfactory:	Performance does not meet minimum requirements and is unacceptable. e.g., requires constant supervision and follow-up.

If evaluation factor is not applicable, please write "N/A". Note: ALL EVALUATION LEVELS BELOW SATISFACTORY MUST BE ACCOMPANIED BY A SUPPORTING COMMENT ON A SEPARATE SHEET OF PAPER.

EVALUATION FACTORS	E	VG	G	S	IN	U
1. Knowledge and skills for the job						
2. Initiative in developing job-related skills						
3. Problem-solving of job-related problems						
4. Understanding of what the job requires						
5. Language and writing skills						
6. Math skills						
7. Maintains accurate and up-to-date participant and other records						

	E	VG	G	S	IN	U
8. Is willing to ask for help or training						
9. Is cooperative with other staff						
10. Accepts responsibility for accurate completion of assigned tasks.						
11. Is respectful of program participants						
12. Respects participant confidentiality						
13. Accepts constructive criticism and is actively pursues strategies to improve job performance.						
14. Punctuality						
15. Fills out daily time sheets/schedules correctly.						

At the end of each fiscal year, the Women's Program conducts evaluations on all of its staff. As we considered ways to help students to assess their own learning needs and progress in our education unit at this time, we felt that teachers should experience the same process by evaluting their own performance in the classroom. In this way, teachers would be able to better understand some of their students' anxieties and concerns and reflect on and evaluate how they might best help their students to assess their own learning and future goals. At the same time, they would be able to evaluate their progress as teachers and to determine where they might seek further professional growth in the future.

Teachers were asked to examine several types of traditional evaluation forms used in the program. (See example attached.) These instruments focused on rating scales which most teachers admitted to feeling anxious about using. They felt unsure as to where they would place themselves. In addition, they found that many of the questions on the forms were ambiguous and sometimes irrelevant to their roles in the classroom. They didn't really learn anything about themselves as teachers nor were they assisted in setting goals from this process.

A list was then brainstormed of kinds of things they would want to know about themselves. After discussion, teachers asked that this list be converted into open- ended questions and that they would be given time to reflect on their answers before completing the form. Questions were developed after the meeting, then distributed to teachers to complete before the next staff development session. (See attached form).

Teachers and administrators appreciated this format since it gave teachers an opportunity to reflect on what they had learned during the year, what new methodologies they had implemented during the year, and how they measured the effectiveness of their instruction in the classroom.

A natural outcome of this process was that teachers were now eager to find out how their

students would feel about their own progress in the classroom and about their teacher's methods. At the next staff workshop, a list was brainstormed, focusing on the kinds of information teachers wanted from students and how discussed how this information would help students to assess their own progress as well as the effectiveness of instruction. (See attached).

An outcome of this process was that teachers became even more open about their interests and needs for future staff development. Based on the results of student surveys, they became more open in sharing some of their more successful techniques. They came to the conclusion that they would like to observe and evaluate each other in the coming year so that they can continue to learn and grow. (They will be grouped by the learning levels and populations they serve.) They would also like to develop more alternative assessment instruments for students in the coming year. We are excited to learn that we have received 353 funding that will allow us to explore this area next year.

LSH Women's Program
Student Evaluation

Please complete the following statements. Your responses will help you to evaluate your own progress and help your teacher to understand how his or her instruction has helped you and how he/she can improve as a teacher. If you don't have enough space for answers, use the back of this sheet.

1. I came to LSH because _____
_____

2. Goals for learning that I achieved were _____
_____

3. Goals for learning that I did not achieve were _____
_____

4. I think I made a lot of improvement in _____
_____

5. I still have problems with _____
_____

6. My favorite learning activity was _____
_____

7. The learning activity I disliked the most was _____
_____

8 My teacher helped me most when _____
_____

9. I wish my teacher had _____
_____

10. I help myself learn when I _____
_____